

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development

Advance Human Growth and Development
EDCD 525 – Summer 2012

Instructor: Joseph M. Williams, PhD
Email: jwilli32@gmu.edu
Class Location: Thompson Hall 1018
Class Meeting: Tuesday & Thursday 4:30P-7:10P
Date Range: Jun 04th, 2012 – Jul 26th, 2012

Office: Krug 202C
Office Hours: by appointment
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Course Description

Since this course is entitled Advanced Human Growth and Development there is an assumption that students would have a knowledge and understanding of basic human growth and development theories and issues. Therefore this course approaches human growth and development at an advanced level. This course is designed to examine human development and lifespan from a cross cultural perspective. The course involves a critique of different theories of culture, human development and lifespan processes and the relationship between the three. The course is organized in key topic areas. In each topic area discussion will focus on developmental stages and the relationship to that specific topic area. Issues such as physical, cognitive and psychosocial-emotional aspects of development will be explored in relation to the key issues within the lifespan period and how these issues relate across cultures.

Course Objectives/Student Outcomes

At successful completion of this course, students should be able to:

1. Understand and appreciate the complexities of culture and its influence on human growth and development.
2. Critique and examine the theories and processes of human growth and development and its applicability across different cultures.
3. Provide a basic framework for understanding the effects of culture on human growth and development throughout the lifespan.
4. The ability to apply human development theories from a cross cultural perspective to practical concerns of counselors and educators.
5. Examine the research methodologies used to study human development and assess the validity and reliability of these methodologies across cultures.
6. The ability to ask meaningful questions about cross-cultural development for future research.
7. Appreciation of the richness of culture and how to apply it as a counselor, teacher, parent, etc.

Relationship to C&D Courses, Program Goals, and Professional Organizations

Advanced Human Growth and Development is a critical course and relevant to all counseling courses. This class is a core course in the Counseling and Development Program and addresses the program goals and mission and provides a foundation in understanding individuals, families, communities and society and its relation to counseling. The course provides a base for all the other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives which is a critical component in all areas of counseling.

EDCD 525 fulfills the requirements of the following professional organizations:

Virginia Department of Education, Virginia Department of Health Professions, Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and American Counseling Association (ACA) Code of Ethics.

Course Materials and Assignments

This course is taught through a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, and guest speakers to advance and evaluate students' knowledge and skills.

Required Text

Gardiner, Harry W., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th ed.). Boston, MA: Pearson Education.

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Or

The University of Purdue, online APA formatting and style guide. Retrieved from:
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

***Additional readings will be assigned and posted on the Blackboard.**

Assignments

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6th edition format, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 10 minutes of the class session in which they are due. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class, at the start of class via hard copy on the day the assignment is due.

Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

Class Attendance and Participation (10 points)

Students are expected to attend all schedule classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Much of your learning will take place as a result of your interactions and participation in class. As a graduate student, you are expected to attend class, arrive on time and stay for the entire class period. One unexcused absence will automatically lower the students' final grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Weekly Reading Comments and Questions (10 points)

Prior to each class meeting, students will post a reflection on the reading(s) on the Discussion Board in Bb (1 comment and 1 question). Postings can include: salient points, reactions, or questions and/or observations based on the assigned readings that could serve as points of discussion for the class. You can integrate readings and information from other classes and sources. Students are encouraged to comment on their peers posting. These assignments are to be posted once a week, for either the Tuesday or Thursday class, on Bb by 5:00 PM the day before class. Students should be prepared to discuss each other's' questions/comments. Each submission will be graded as very good (1.0 point), adequate (0.5 point), or inadequate/not turned in (0 points). A rubric will be provided on Bb.

Intergenerational Comparison Short Paper (15 points)

Students will interview a person who is at least 1 generation from their own age (e.g., mother/father, daughter/son, grandmother/grandfather, grandchild, niece/nephew, friends, colleagues, etc.). Students should ask the interviewee about his/her views and experiences of their childhood. The paper should compare and contrast the similarities and differences of the interviewee's response with the student's personal experience. The purpose of the paper is to examine intergenerational differences/similarities in childhood. The paper should be **no longer than 5 pages***. The page limit does not include title page, abstract, appendixes or references.

Cross-Cultural Comparison Short Paper (15 points)

Students will initiate contact and interview 2 people from different cultures on an aspect of human growth and development (i.e., dating, marriage, grief/bereavement, gender roles, etc.). Students should compare and discuss the differences and similarities of the responses and how the responses are related to culture. The first page will be a brief description and demographics of the 2 interviewees, (e.g., gender, approx. age, ethnicity/race/religion, length of time in the U.S., marital status, etc.). The paper should be **no longer than 5 pages***. The interview questions and responses should be included as an appendix. No grade will be given to assignments that do not have the interview questions/responses. Students should not interview the same person as in the Intergeneration assignment. The page limit does not include title page, abstract, appendixes or references.

Autobiographical Journal (15 points)

Recognizing and articulating one's own experience is a critical factor in understanding personal perceptions and potential biases. Therefore it is a requirement that you keep a journal during this course in which you will be asked to reflect on your own life history and discuss significant life events that have shaped the course of your development. This autobiographical journal should cover physical, cognitive, social, and/or emotional processes as well as any cultural, environmental, or personal factors that might have influenced your course of development. You should make at least one reflection per week (**at least one page**) related to the course's topic(s). In some cases, a particular topic will be assigned, in others it is up to your discretion. These will be submitted twice (June 28th & July 19th). You may keep and submit an electronic version if you prefer.

Research Paper (25 points)

Students will research an aspect of the media (i.e., children's books, television shows, music, newspaper, magazines, poetry, YouTube, etc.), culture (i.e., values, norms, beliefs, shared experiences, traditions, etc.) or the social environment (i.e., poverty, oppression, homelessness, incarceration, etc.) and how it impacts human growth and development from a

cross-cultural perspective. Each student will write a research paper that contains the following: (a) 5 page summary of the major findings and (b) 3 page personal reactions and critique of the research and its findings. The paper **must be no longer than 8 pages** (not including title page, abstract and references)*. The research portion of the paper should come from at least 10 credible sources (majority within the past 5 years) (i.e., peer-reviewed journal references, valid websites, etc.). At least 5 of the references must be from a peer-reviewed journal. Students should avoid using direct quotes throughout the research portion of the assignment. The paper must be different than the topic that you completed for any other assignment in this course.

Note: Approval of the research topic is required. Therefore an abstract containing a single paragraph, double-spaced (no longer than 150 to 250 words) description of the research project should be submitted no later than July 10th.

Group Presentation (10 points)

Students will be placed in groups first day of class and the group is responsible to present on a selected human growth and development theory from a cross cultural perspective. Students will be given 30-45 minutes to present the material/literature review, relate presented material to stages of development, summarize argument, and stimulate intellectual class discussion through experiential exercises. Group must include references and handouts for class and instructor. Group **must clearly highlight** the breakdown of effort per group member and present it to me prior to the presentation.

Grades

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A	97—100
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

Course Requirements and Evaluation

Assignments	Points	Due Dates
Class Attendance and Participation	10	Evaluation throughout semester
Weekly Reading Comments and Questions	10	Evaluation throughout semester
Intergenerational Comparison Short Paper	15	June 19 th
Cross-Cultural Comparison Short Paper	15	July 5 th
Autobiographical Journal	15	June 28 th & July 19 th
Research Paper	25	July 26 th
Group Presentation	10	June 26 th & June 28 th

Total Points Possible	100
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
<http://cehd.gmu.edu/values/>

Professional Dispositions

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/programs/counseling/resources>.

Plagiarism

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a

simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

Attendance

Students are expected to attend class, arrive on time and stay for the entire class period. Students with two or more unexcused absence will fail a class. Students with one unexcused absence will result in a reduction of final grade. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to class can count towards someone's absence and/or participation grade.

Use of Technology

Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing and meet with the instructor to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in your participation grade.

EDCD 525 – Tentative Class Schedule

Class	Date	Topic(s)	Readings Due	Assignment(s) Due
1	June 5 th , 2012	Introduction & Overview Cultural Exploration and Exercises		
2	June 7 th , 2012	Cultural Theories and Worldviews	Gardiner & Kosmitzki, Ch. 1 Article Readings	
3	June 12 th , 2012	Theories and Methodology	Gardiner & Kosmitzki, Ch. 2 Article Readings	
4	June 14 th , 2012	Cultural and Socialization	Gardiner & Kosmitzki, Ch. 3 Article Readings	
5	June 19 th , 2012	The Family in Cultural Context	Gardiner & Kosmitzki, Ch. 4 Article Readings	Intergenerational Short Paper
6	June 21 st , 2012	Culture, Language, and Cognition	Gardiner & Kosmitzki, Ch. 5 Article Readings	
7	June 26 th , 2012	Class Activity		Group Presentations
8	June 28 th , 2012	Class Activity		Group Presentations Autobiographical Journal Part I
9	July 3 rd , 2012	Culture, Self, and Personality	Gardiner & Kosmitzki, Ch. 6 Article Readings	
10	July 5 th , 2012	Cultural and Social Behavior	Gardiner & Kosmitzki, Ch. 7 Article Readings	Cross-Cultural Short Paper
11	July 10 th , 2012	Culture and Issues of Gender and Sexuality	Gardiner & Kosmitzki, Ch. 8 Article Readings	Research Abstract

12	July 12 th , 2012	Culture, Health, and Illness	Gardiner & Kosmitzki, Ch. 9 Article Readings	
13	July 17 th , 2012	Poverty and Human Growth and Development	Article Readings	
14	July 19 th , 2012	Racism and Human Growth and Development	Article Readings	Autobiographical Journal Part II
15	July 24 th , 2012	Future Trends and Applications	Gardiner & Kosmitzki, Ch. 10 Article Readings	
16	July 26 th , 2012	TBA		Research Paper Due

Notes:

Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.