ARGOSY UNIVERSITY SAN FRANCSICO BAY AREA
COURSE SYLLABUS –PC6025
Human Development and Learning
Fall 2006 – Mondays -- 9:30AM -12:30PM

Course Title: Human Development and Learning

Course Number: PC6025

Instructor: Neil Ross   (510) 848-5306   Office Hours: Tuesday/Thursday 1:30-5:00pm
            Nross6025@comcast.net   or by appointment

Required Texts:

Berk, Laura (2007) *Development Through the Lifespan* (4th Ed.) Boston: Allyn-Bacon.
ISBN: 0205491251 [Available late July 2006]

Course Description:

This is a fifteen week course consisting of fifteen modules. This course is designed to provide a comprehensive overview of developmental and learning psychology across the lifespan.

We will explore the major theories and current research that cover the spectrum of biosocial, cognitive, psychosocial, and counseling dimensions of *Human development and Learning*, review the major developmental theorists and their contributions to our understanding of this field, including how these theories explain adult psychological structures. Human chronological growth and development from birth and infancy through adolescence and young adulthood through late adulthood and the end stages of life will be traced from the perspective of heredity, biology, environmental, social, and psychological factors. As a special emphasis, the latter modules of the class will focus on the topic of late adulthood and geriatric issues, including death and dying. In just a few years over 35-40 million persons will retire here in the United States (the largest age grouping ever) and our understanding of and service to this population of older persons is paramount in the counseling professions.

As well, included in our examination of *Human Development and Learning* will be the ways in which diversity of gender, ethnicity, sexual orientation and cultural factors influence human development.

Course Objectives:

At the successful completion of *Human Development and Learning* students should be competent to

1. Discuss, analyze and critique the essentials of major theories, controversies and validity in developmental and lifespan psychology.

2. Analyze and integrate the changes in growth and development in physical, cognitive, social, emotional, moral, and personality structures and functions throughout the lifespan, from prenatal life to old age and death.
3. Formulate and appraise the strengths and weaknesses of research methods in lifespan psychology, including cross-sectional, longitudinal, ethical and multicultural contexts.
4. Analyze and synthesize the research of the effects of transition, change, and stress on the processes of development and learning during the lifespan.
5. Assess and appraise the research of the effect of cultural and social differences and factors on lifespan development.
6. Describe, discuss and evaluate the deviations and disorders leading to developmental dysfunction and/or stem from developmental dysfunction.

Method of Instruction:

This course will be delivered in a **weekday format**, including lectures and discussions, media presentations, and experiential exercises, combined with regular reading, term paper and homework assignments. Students are required to attend classes for three hours each week for fifteen weeks during the Fall Semester, 2006 on Mondays from 9:30AM to 12:30PM. The course Fall Semester begins on September 5, 2006 and concludes on December 16, 2006.

[At the first class meeting we will decide how to compensate for the one class preempted by the Monday, Labor Day holiday.]

Content Areas:

The following developmental and learning stages will be reviewed and explored:

■ History, Theory and Research in Human Development and Learning
■ Prenatal development and birth
■ The infant and toddler years, ages 1-2.
■ Early childhood: The "play years", ages 2-6.
■ Middle childhood: The "school years", ages 7-11
■ Adolescence
■ Early adulthood , ages 20-40
■ Middle adulthood, ages 40-60
■ Late adulthood, ages 60 and over
■ Death and dying

Schedule

Introduction and Comments:

As you have read and surmised from the course Syllabus and the text, we have much to do in this course. Since most of us will be working in one professional capacity or another primarily with verbal, communicating human beings of all ages, it is important to have confidence in how they arrived at the situation in life in which they find themselves.

This is not to say that too much of our time with be spent "uncovering and unraveling" the vicissitudes of childhood experiences for our clients. We will, however, be spending much time focusing on personality styles, interpersonal styles, substance abuse, learning disabilities, grief, adjustment disorders, loci of control factors, and many others that relate to childhood and adulthood developmental factors in a biopsychosocial matrix.

Your textbook is written by Laura Berk, an esteemed developmental psychologist who continues to teach, research and write in her advancing years. A professor who co-authors articles with even her undergraduate students, Dr. Berk writes superb textbooks of which yours is one. Although she has written texts in more detail on specific age-grades (e.g., infancy, adolescence) our text is comprehensive considering it covers the whole of the human life course.

We will review the content of the textbook in class, assignments, and examinations. However – you are responsible for mastering most the material in the text. It is written well, clearly, and cogently. Lectures will focus on complementary, supplementary, and "cutting edge" theory and research in this field.

If possible, speak with your mother or someone who knew your mother during her gestation with you or anyone you know well who is a mother and inquire of her _what issues were of major concern to her during gestation, about genetics and heredity, and about the birth experience itself_. See if she is willing to chat with you periodically during this course to answer some general experiential questions you might have about human development.

Enjoy the course, subject matter, the wonderful history and people involved in this most exciting and basic disciplines in human psychology.

**Week #1: Nature, Quality and History of the Psychology of Human Development
              and Learning.**

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1. Introductions by class members
2. Assignments of teams, topics, and due dates for literature review, term papers and presentations. Course modifications and changes.
3. Lecture and discussion: Why study human development and learning?
4. Assignment:

    a. Read: Berk text: Chapter 1 {**_BY_** _this class – reading assignments to be completed before each class meeting of the course_}

Week #2: Human Learning: Theories and Research -- Part I

1. Review of Week 1
2. Teams: Meet, discuss and report
3. Lecture and discussion: The history of the psychology of learning
4. Assignments:

    a. Read: Email attachments

        i. Bruner, J. (2004) _A Short History of Psychological Theories of Learning._
        ii. White, W. F. (1996) _What every teacher should know about the functions of learning in the human brain._
        iii. White, W. F. (1993) _From S-R to S-O-R: what every teacher should know_
        iv. Raine, Adrian ((1993) _The Psychopathology of Crime. Chapter 9: Cognitive Deficits._

Week #3: Nature, Nurture, Genetics, Social Ecology, Birth, and Adjustment

5. Review of Week 2
6. Teams: Meet, discuss and report
7. Lecture and discussion: Evolutionary psychology and human development and learning; and the Childbirth Movement
8. Assignments:

   a. Read Berk text: Chapters 2 and 3 before class meeting
   b. If possible, speak with your mother or someone who knew your mother during her gestation with you or anyone you know well who is a mother and inquire of her *what issues were of major concern to her during gestation, about genetics and heredity, and about the birth experience itself*. See if she is willing to chat with you periodically during this course to answer some general experiential questions you might have about human development.

Week #4: The Infant and Toddler: Physical and Cognitive Development.

1. Review of Week 3
2. Teams: Check-in
3. Examination
4. Lecture and discussion: Thriving
5. Assignments:

   a. Read Berk text: Chapter 4

Week #5: The Infant and Toddler: Emotional and Social Development

1. Review of Week 4
2. Teams: Meet, discuss and report
3. Lecture and discussion:
4. Examination: Attachment Theory and Research
5. Assignments:

   a. Read Berk text: Chapter 5 and 6 before class meeting

Week #6: Early Childhood: Physical and Cognitive, Development

1. Review of Week 5
2. Teams: Meet, discuss and report
3. Lecture and discussion: The School – Head Start
4. Assignments:

   a. Read Berk text: Chapter 7

Week #7: Early Childhood: Emotional and Social Development

1. Review of Week 6
5. Teams: Meet, discuss and report
6. Lecture and discussion: The School – First Years
7. Assignments:

    a. Read Berk text: Chapter 8

Week #8: Middle Childhood: Physical and Cognitive, Development.

1. Review of Week 7
8. Teams: Meet, discuss and report
9. Lecture and discussion: Learning Disabilities
10. Assignments:

    a. Read Berk text: Chapter 9

Week #9: Middle Childhood: Emotional and Social Development

1. Review of Week 8
2. Teams: Meet, discuss and report
3. Lecture and discussion: First Peers and Friends
4. Assignments:

    a. Read Berk text: Chapter 10

Week #10: Adolescence: Physical and Cognitive, Development.

1. Review of Week 9
2. Teams: Meet, discuss and report
3. Lecture and discussion: Sex, Sex, & Sex
4. Assignments:

    a. Read Berk text: Chapter 11

Week #11: Adolescence: Emotional and Social Development

1. Review of Week 10
2. Team presentations
3. Lecture and discussion: Anomie and Alienation of Adolescence
4. Assignments:

    a. Read Berk text: Chapter 12

Week #12: Early Adulthood

1. Review of Week 11
2. Team Presentations
3. Lecture and discussion: Settling Down: Career and Home
4. Assignments:

   a. Read Berk text: Chapters 13 and 14

Week #13: Late Adulthood

1. Review of Week 12
2. Team Presentations
3. Lecture and discussion: Reflective Doubts
4. Assignments:

   a. Read Berk text: Chapter 17

Week #14: Aging

1. Review of Week 13
2. Team Presentations
3. Lecture and discussion: "Put to Pasture" or Usefulness?

   a. Read Berk text: Chapters 18 and 19

Week #15: Death and Dying

1. Review of Week 14
2. Team Presentations
3. Examination
4. Lecture and discussion: The End: Dignity or Isolation
5. Course Wrap-Up

   a. Assignments: Submit papers to instructor by Wednesday, December 20, 2006

<u>Student Performance Evaluation Criteria and Procedures:</u>

Class Participation: Students are expected to regularly and actively participate in class discussions, raise issues and questions with each other and the instructor, and offer ideas and answers posed by other students and instructor.

The instructor has one rule: There are no mistakes that can be made in class! We do not learn anything before we learn it! We did not walk without falling down a lot! We are human and not prescient and omniscient! So say, ask, respond, comment anytime you wish! OK? **(25%)**

Examinations: There will be three examinations – short-answer, essay question that should not take an hour each at the beginning of Week #5, Week #10, and Week #15. **(30%)**

Papers: During this course, students will be randomly assigned to teams of two to three students to complete a literature review and term paper on a topic in *Human Development and Learning*, also randomly assigned, and to present and their papers during Weeks 12-15 (the week also randomly assigned).**(30%)**

Presentations: Teams will present and moderate discussion of their papers during class time for approximately one-half to three-quarters of an hour hour. **(15%)**

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in **>80%** of class sessions; **nearly all** comments were **thought provoking and incorporated material from the assigned readings**
B = 80 – 89	Student actively participated in discussions in **>80%** of class sessions; **most** of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in **>70%** of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in **<70%** of class sessions; comments/questions did not demonstrate an understanding of course topics, or **student did not participate** in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides **adequate** coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is **disorganized** and does not provide adequate coverage of the topic area, or presentation was **not completed** by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides **excellent** coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is **adequate**
C = 70 – 79	Insufficient number of references provided AND **limited** coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of **plagiarism**, or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001).* Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.