



FAYETTEVILLE STATE UNIVERSITY

School of Education

Department of Educational Leadership

Fayetteville, NC

I. LOCATOR INFORMATION

Semester: Fall 2009

EDUC 340 Human Development

SEMESTER CREDITS-3

Class Meets: Wednesdays 6-8:50 pm Taylor 203

INSTRUCTOR: Dr. Theodore S. Kaniuka

OFFICE LOCATION: BU #254 Telephone: 910-604-1918

OFFICE HOURS: 1-5 MW

email: tkaniuka@uncfsu.edu

II. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

III. Course Description: An exploration of psychological principles and their application to the problems of teaching and learning, including characteristics of stages in human development, theories of motivation and learning, classroom management strategies, individual differences, exceptional achievement and teaching strategies.

IV. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

V. Textbook: Newman, Barbara & Newman, Philip. *Development Through Life: A Psychosocial Approach*. 10th Edition, 2008. Wadsworth – Cengage Learning

VI. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and

individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VII. Competencies:

Guideline 1

The teacher education program should develop knowledge and understanding of the theories and principles of human development and learning and their implications for providing learning environments appropriate to the needs of all school children. Study with this guideline should focus on the physical, cognitive, social and the emotional needs of students and the relationship between those needs and school achievement.

To achieve this purpose, educational professionals who will become facilitators of learning must:

1. Demonstrate and understand the theories and principles of learning.
2. Demonstrate an understanding of the principles and patterns of human growth and development.
3. Demonstrate an understanding of the physical, cognitive, social and emotional developmental characteristics of children in grades K-12.
4. Recognize school children as individuals with feelings, attitudes and emotions that shape their responses.
5. Demonstrate an understanding of the effect of prior experience upon cognitive development.
6. Demonstrate knowledge of the implications of cognitive development among school children, including their ability to establish personal goal, to organize information and to assume greater control of their learning.
7. Demonstrate an understanding of the interrelationship among self-esteem, sense of security and school achievement and the necessity for children to develop a realistic sense of self.
8. Demonstrate an understanding of the factors which effect social growth.
9. Demonstrate an understanding of the ways by which school children can become aware of their role in and contributions to the classroom society, including developing an increased awareness of the rights and feelings of others.
10. Demonstrate an understanding of guidance principles as they relate to patterns of development and behavior among school children.
11. Demonstrate an awareness of and a sensitivity to children of diverse backgrounds.

Behavioral Objectives:

1. Understand the developmental process begins with conception and continues through life and that growth occurs in each stage.
2. Understand that individual lives show continuity and change, both of which are central to understanding human development.
3. Understand that development includes physical, emotional, social, cognitive and moral areas of development.
4. Understand that human development may be best understood when studied in the context of the individual setting and relationships in which the individual exists.
5. Understand the effects of drug use and abuse on human development.

VIII. Evaluation and Grading Criteria

A. Assignments:

| | |
|------------------------------------|-----|
| PowerPoint Project | 35% |
| Optional Question Sets | |
| Mid-term | 10% |
| Final | 15% |
| Web-based quizzes | 25% |
| Field Experience | |
| Attendance and Participation | 15% |

Information only: All components of evaluation must be completed on time in order to receive full credit and a grade. Students will accept responsibility for contacting other students for information and materials discussed when absent for any reason from scheduled classes and related activities. **No make up exams or extra assignments will be offered unless approved by the instructor. All requests must be made in writing and supporting medical or other extenuating circumstances.** No recording devices are permitted without the expressed consent of the instructor.

B. University Grading Scale and Policies:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 or less = F

University Policies

- a. Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained on line at www.uncfsu.edu.

Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the University.

Statement of Equal Treatment and Disabilities.

- b. Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or be subjected to discrimination.

If you are registered with the University's Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the University's Disability Services, please do so as soon as possible.

Attendance

Attendance is required by school policy. Because of the design of this course face-to-face sessions are limited and attendance for all on-campus classes is required. If a student must be excused from a face-to-face session, the student shall notify the instructor **prior** to class. If there is a medical reason for the absence the student shall present to the instructor a written note substantiating the reason for the absence. Class will start promptly at the assigned time.

IX. Course Outline

Anticipated Sequence of Class Events with Reading

Assignments from the Newman text.

Class One (FF)

8-26-2009

Chapter 1 Development Through Life Perspective

Class Two (FF)

9-2-2009

Chapter 2 Psychosocial Theory

| | | |
|-------------------|--|---|
| | <u>On-Line Quiz Chapters 1-2</u> | <u>Due before 9 PM 9-4-09</u> |
| | <u>Question Set 1 Chapters 1</u> | <u>Due before 9PM 9-6-2009</u> |
| Class Three (OL) | | 9-9-2009 |
| | Chapter 3 Theories of Change | |
| | <u>On-Line Quiz Chapter 3</u> | <u>Due before 9 PM 9-11-09</u> |
| | Review Slides for Chapter 3 | |
| | Download on-line videos that summarize one of the following – <u>Due Before 9 PM 9-9-09</u> | |
| | BF. Skinner and Behaviorism, Vgotsky and Social Learning Theory, | |
| | Piaget and his Developmental Theory (see this for directions) | |
| Class Four (FF) | | 9-16-2009 |
| | Chapter 4 Prenatal Development | |
| | <u>On-Line Quiz Chapter 4</u> | <u>Due before 9 PM 9-18-09</u> |
| | <u>Question Set 2 Chapters 2-3</u> | <u>Due before 9PM 9-20-2009</u> |
| Class Five (OL) | | 9-23-2009 |
| | Chapter 5 Infancy | |
| | <u>On-Line Quiz Chapter 5</u> | <u>Due Before 9 PM 9-25-09</u> |
| | <u>Question Set 3 Chapters 4-5</u> | <u>Due before 9PM 9-27-2009</u> |
| | Review Slides for Chapter 5 | |
| | <u>Respond to Discussion Board Questions</u> | <u>Due Before 9 PM 9-23-09</u> |
| Class Six (FF) | | 9-30-2009 |
| | Chapter 6 Toddlerhood | |
| | <u>On-Line Quiz Chapter 6</u> | <u>Due Before 9 PM 10-2-09</u> |
| | <u>Question Set 4 Chapter 6</u> | <u>Due before 9PM 10-4-2009</u> |
| Class Seven (FF) | | 10-7-2009 |
| | Chapter 7 Early School | |
| | <u>On-Line Quiz Chapter 7</u> | <u>Due Before 9 PM 10-9-09</u> |
| Class Eight (OL) | | 10-14-2009 |
| | MIDTERM EXAM | |
| | <u>Chapters 1-7</u> | |
| Class Nine (FF) | | 10-21-2009 |
| | Chapter 8 Middle Childhood | |
| | <u>On-Line Quiz Chapter 8</u> | <u>Due Before 9 PM 10-23-09</u> |
| | <u>Question Set 5 Chapter 7-8</u> | <u>Due before 9PM 10-25-2009</u> |
| Class Ten (OL) | | 10-28-2009 |
| | Chapter 9 Early Adolescence | |
| | Review Slides for Chapter 9 | |
| | Respond to Discussion Board Questions | |
| | <u>On-Line Quiz Chapter 9</u> | <u>Due Before 9 PM 10-30-09</u> |
| Class Eleven (FF) | | 11-4-2009 |
| | Chapter 10 Later Adolescence | |
| | <u>On-Line Quiz Chapter 10</u> | <u>Due Before 9 PM 11-6-09</u> |
| | <u>Question Set 6 Chapter 9-10</u> | <u>Due before 9PM 11-8-2009</u> |
| Class Twelve (OL) | | 11-11-2009 |
| | Chapter 11 Early Adulthood | |
| | Review Slides for Chapter 11 | |
| | <u>Respond to Discussion Board Questions</u> | <u>Due Before 9 PM 11-11-09</u> |

| | |
|---|--|
| Class Thirteen (FF) | 11-18-2009 |
| <u>Power Point Project Presentations</u> | |
| Class Fourteen (OL) | 11-25-2009 |
| Chapter 12 Middle Adulthood | |
| Review Slides for Chapter 12 | |
| <u>Respond to Discussion Board Questions</u> | <u>Due Before 9 PM 11-30-09</u> |
| Class Fifteen (FF) | 12-2-2009 |
| <u>Power Point Project Presentations</u> | |
| Power Point Projects Due | |
| Class Sixteen (OL) | TBA |
| FINAL EXAM | |
| Chapters 8-12 | |

X. Course requirements (requirements are to be completed on time in order to receive full credit) Each student must pass 2 exams. Each student must complete all assignments including weekly question sets based on the readings assigned for that week. Class attendance and participation is strongly encouraged. Each student must complete a power point project. The topics are provided.

XI. Teaching Strategy

1. This course will be a lecture / discussion /on-line format with emphasis placed upon students being actively engaged in the total learning process. Students will be asked divergent questions and encouraged to explore beyond the boundaries of the text and class discussions.
2. The teaching strategy supports the school of education conceptual framework in the following ways: the course has new content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and behavioral learning theories are emphasized; the entire course is designed to enhance the students effectiveness as a leader and as a facilitator of learning.
3. The discussion board questions and the lectures in class will be designed to help you pass the quizzes for the respective chapters. If you come to class or complete the discussion board questions, you should easily do well on the quizzes. Failure to attend class will cause you to be less prepared. Failure to complete the discussion board questions will count as an absence and a reduction of 5 points from your attendance/participation grade.
4. Each class session will involve a review of the material covered in the assigned chapter and quizzes. You will be assigned section(s) from the chapter and with a small group make an in class presentation.

Optional Question Sets

These **optional question sets** are here for you to use to **REPLACE** the quiz grade for the quiz that covers the **SAME** chapter(s). You must take the quiz first and then within two days submit the questions. YOU must type the following for the question sets to count toward replacing a quiz grade. Put this on the TOP of the page:

This optional question set for chapter(s) _____ will REPLACE my quiz grade for chapter(s) _____.
Name <Your FULL name>

The numbers in the two blank spaces must be the SAME! The question sets below are graded on an 85/15 ratio for content and grammar respectively. All question sets must be labeled as follows failure to do so will result in the assignments **NOT** being graded. Name of the file:

namelastname_firstinitialoffirst_question_set# for example if I was doing question set one it would be named:

kaniuka_t_question_set1.doc(x)

ALL ASSIGNMENTS MUST BE PLACED IN THE DIGITAL DROP BOX IN BLACKBOARD IN ORDER TO BE COUNTED ON TIME AND BE GRADED- NO EXCEPTIONS!All the questions come from the assigned text, the 10th edition*.

| Chapters | Further Reflection Questions | | Due Date/Time |
|----------|------------------------------|---------------------------------------|---|
| | Text Page* | Chapter: Question Numbers | |
| 1 | 15 | Chapter 1: 3 & 4 | <u>Due before 9PM 9-6-2009</u> |
| 2-3 | 41 79 | Chapter 2: 4 & 5 Chapter 3: 4 & 5 | <u>Due before 9PM 9-20-2009</u> |
| 4-5 | 129 183 | Chapter 4: 2 Chapter 5: 3 & 7 | <u>Due before 9PM 9-27-2009</u> |
| 6 | 227 | Chapter 6: 4 & 5 | <u>Due before 9PM 10-4-2009</u> |
| 7-8 | 275 315 | Chapter 7: 6 Chapter 8: 2 & 5 | <u>Due before 9PM 10-25-2009</u> |
| 9-10 | 363 403 | Chapter 9: 3 & 6 Chapter 10: 1 & 5 | <u>Due before 9PM 11-8-2009</u> |

There is no length requirement for your answers. I grade on whether the answers fully and completely answer the question. To receive full credit you should restate the question BEFORE you begin your answer. ***If you just start to answer the question, you will lose points.***

Power Point Project

Choose one of the following topics and develop a 15-20 slide presentation that you would use to teach the material. The slides will be graded on:

| Item | Description | Points |
|------|--|--------|
| A. | The slide presentation addressed ALL aspects of the question. | 50 |
| B. | The slides summarized the information and did not have too much text | 15 |
| C. | The slides included links to outside web-based sources. | 20 |
| D. | The slides were free of any grammatical errors. | 15 |

1. Compare and contrast (similarities and differences) of the middle childhood stage and earlier adolescence in terms of the role of friends and family play in the ***developmental tasks*** associated with each stage. *I only want how friends and family influence human development as part of the developmental tasks of these two stages.*
2. What is the central theme or concept in the psychosocial theory of human development? That is why do we have psychosocial crisis?
3. Please describe in full **ALL** the developmental tasks associated with middle childhood and early adolescence.

4. You will make a presentation in class of your project. The responsibility of the audience is to evaluate and grade each presenter. **If you miss the class session you are an audience member you will 20 points from your project.**
ALL ASSIGNMENTS MUST BE PLACED IN THE DIGITAL DROP BOX IN BLACKBOARD IN ORDER TO BE COUNTED ON TIME AND BE GRADED- NO EXCEPTIONS!

Mid-term and Final

These will be on-line multiple-choice exams. The mid-term will cover the material from chapters 1-7 and the final will cover chapters 8-12. The exams will be available to you on the day the test is due from about 12 noon until the evening. The exams will be timed about 1 minute per question. If you have computer problems taking the exam it is your responsibility to contact me (910-604-1918) immediately. I will allow you to take an alternative form of the test. If for some reason you experience another computer issue, I will then send you an essay exam. I strongly advise and encourage you to take the exams on campus or at a highly reliable location.

Suggestions to be Successful

1. Never wait until to day due to start your readings or prepare for the assignments that are due.
2. When you purchase your text you can register at Cengage and use the resources there. I can't tell you enough that if you complete the on-line quizzes and crossword puzzles you will be more successful. I will give you 5 points toward your final overall grade if you complete ALL the online quizzes for chapters 1-10. Go [here](#) to access the site.
3. Email me or call me often if you need help. If you wait until week seven or eight to contact me, that will not be a good approach.
4. GET THE TEXT.
5. You may submit early BUT NEVER LATE!

ALL ASSIGNMENTS MUST BE PLACED IN THE DIGITAL DROP BOX IN BLACKBOARD IN ORDER TO BE COUNTED ON TIME AND BE GRADED- NO EXCEPTIONS! ALL assignments MUST be submitted when due, late assignments will NOT be graded, no exceptions.

On-line Videos

You will download an on-line video that summarize one of the following a) BF. Skinner and Behaviorism, b) Vgotsky and Social Learning Theory, c) Piaget and his Developmental Theory and write a brief one page summary of what you learned. If you can not download the video, you will need to copy the URL and paste it at the top of the summary. The summary will look like this:

Your Name

URL (if needed)

Summary – The summary will tell me three or four major points you learned. For each point, you need to clearly mention the idea and then write a paragraph defining/explaining the concept or idea.

Implication for Teaching – Here you will write a short paragraph that tells me how you think information will be important to you as a teacher.

You will then place the assignments in a folder you have created and then drop the folder in the digital drop box in blackboard You will name the folder like this: [your lastname_firstinitial_video](#)

I reserve the right to make **any** changes to this syllabus and will notify you **in writing** if any changes do occur.