



FAYETTEVILLE STATE UNIVERSITY
School of Education
Department of Educational Leadership
Fayetteville, NC.

1. LOCATOR INFORMATION

Semester: Fall 2009
 EDUC 340-D1 Human Development
 SEMESTER CREDITS-3
 Class Meets: On-line
 INSTRUCTOR: Dr. Frank J. Keane
 OFFICE LOCATION: BU #315 Telephone: 672-1274 or 672-1731
 OFFICE HOURS: T&R3-6PM By Appointment
 email: fkeane@uncfsu.edu

2. 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. **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 PK-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 School of Education's conceptual framework encompasses five curricular strands: Content, Knowledge, Learning Theories, Learning Climate Dispositions and Methodology, all of which when taken together make up the core outcome drivers of the teacher education experience. The five process drivers: Assessment, Diversity Collaboration Technology and Reflection, provide focus and direction to the curricular strands that underpin the education programs of Fayetteville State University. The schools conceptual framework adheres to all of the North Carolina regulatory agencies as well as the Professional and Learned Societies Guidelines. This course EDUC 340 is built upon the concept of Content, Knowledge, Learning Theories, Learning Climate, Dispositions and Methodology. Each of the five drives is supported by class assignments**

and learning activities, as well as class discussions and readings. In each course a culminating research paper binds together the elements of the conceptual framework and the process drivers.

III. Textbook: Newman, Barbara & Newman, Philip. Development Through Life: A Psychosocial Approach. 8th Edition, 2003. Thompson Learning Inc. (or any edition) The 9th edition is available.

IV. 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.

V. Evaluation and Grading Criteria

A. Assignments:

Completion of the bi-weekly assignments.	20%
Research Paper (emailed), Paper due 30Nov(5PM).	40%
Two Exams: 13OCT2009,6-8PM and the final 8DEC 6-8PM.	40%

Each exam will be on-line and you will need to email me your response.

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 will be offered. Students will not be admitted to an exam after it has begun. No recording devices are permitted without the expressed consent of the instructor.(resident class)

B. University Grading Scale and Policies:

92 - 100	=	A
83 - 91	=	B
73 - 82	=	C

64 - 72 = D
 63 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 online 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(na)

Attendance is required by school policy. The instructional strategy for this class involves ACTIVE PARTICIPATION of all students. BE HERE! For more detailed information on the University's attendance and academic policy in the catalog.

VII. COURSE OUTLINE

Anticipated Sequence of Class Events with Reading Assignments from the Newman text.

WEEK ONE Chapter 1 Development Through Life Perspective

WEEK TWO Chapter 2 Psychosocial Theory

WEEK THREE Chapter 3 Theories of Change

WEEK FOUR Chapter 4 Prenatal Development

WEEK FIVE Chapter 5 Infancy

WEEK SIX Chapter 6 Toddler hood

WEEK SEVEN Chapter 7 Early School

WEEK EIGHT Chapter 8 Middle School- MIDTERM EXAM 26 FEB

WEEK NINE Chapter 9 Adolescence

WEEK TEN Chapters 10 Adolescence continued

WEEK ELEVEN Chapters 11 Adulthood

WEEK TWELVE Chapter 12 Adulthood

WEEK THIRTEEN Chapter 13 Adulthood

WEEK FOURTEEN Chapter 14 Old Age

WEEK FIFTEEN Student Presentation

WEEK SIXTEEN FINAL EXAM 7MAY

VIII. 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 a field experience in accordance with college policy. Class attendance and participation is strongly encouraged. Each student must complete a 10 page research paper. The topic is provided.

IX. TEACHING STRATEGY(info)

This course will be a lecture / discussion 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.

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.

REFERENCES:

Aronson, Elliot. The Social Animal New York, W H Freeman Company, 1994.

Frankl, Vickor. Man's Search for Meaning. New York, Simon and Schuster. 1984

Publications Manual of the American Psychological Association 5th Edition, 2001.

APPENDIX Field Experience Objectives(info only)

1. To allow students to compare a present day school with the last school they were a student at or their children attended.
2. To allow students to observe school pupils and their growth patterns and behaviors.
3. To allow students to observe a classroom teacher teaching a lesson with identified objectives.

4. To provide students with an opportunity to identify common school and classroom practices.
5. To allow students to compare their own perceived skills and knowledge with those skills and knowledge that are identified with successful teachers.
6. To allow students to learn and/or reacquaint themselves with the administrative structures of schools.
7. To allow students to observe the cultural diversity of pupils and teachers in today's schools.
8. To allow students to interact with experienced classroom teachers

FIELD EXPERIENCE (info only)

Students may complete the Field Experience requirement in one of two ways. A student may complete a 10 hour observation in a public school and provide a report of what was observed during the 10 hour period. A teacher must sign the report indicating that the observations took place. A student can elect to review \ critique one Journal article on Human Development and interview two teachers regarding their views on the role and the importance of understanding Human Development in the classroom. Your instructor may design other experiences which are relevant to Human Development.

Research Paper

Students must complete a 10 page paper on the following topic. Select one of Erikson's eight stages of Psychosocial Development. How do biological factors and environmental \ cultural factors interact? What is the effect? What is the role schools can play?