

Human Growth & Development

Course: DEP 2004

Summer A, 2011 --Instructor: Dr. Russell McGuff

When: (Ref# 89783:) Mon - Fri 10:30 AM - 11:45 AM
(Ref# 89784:) Mon - Thu 1:30 PM – 3:00 PM

Office: History and Social Sciences Building, Room 218 Phone: 201-8157
Email: mcguffr@tcc.fl.edu **FAX Number: 201-8164 (put "attn. Dr. McGuff" on it)**

Webpage: <http://faculty.tcc.fl.edu/hss/mcguffr/index.htm>

Office hours: 12:00 - 1:30 M-F, and 3:00 - 5:20 T/H; or, just drop by. I'm actually there a lot more often.

First day of class: May 9th

Last day of class: (Ref# 89783:) June 17th Final Examination: June 20th - 10:50 AM - 12:30 PM.
(Ref# 89784:) June 16th Final Examination: June 20th - 2:40 PM – 4:20 PM

Course Objectives:

- To gain an understanding of the major theories of human development and to think critically about them.
- To begin to recognize the effect that our development has on each of our lives, on society at large, and on our environment.
- To appreciate the effects our various life tasks have on our daily experiences of relating to those around us.
- To build habits of critical and generative thinking about the human experience.
- To build written and spoken critical evaluation skills while demonstrating mastery of new knowledge about human development.
- To build a knowledge base that will permit further study in the fields of psychology, generally and human development, specifically.

Attendance Policy:

You must be pre-certified to take each exam. You are automatically pre-certified if you do not have excessive absences. Excessive absences (before any exam) can disqualify you from taking that exam. A zero will be given for any uncertified/missed exam, which will be used in calculating your final grade.

Excessive absences are calculated as follows: More than three classes.

Coming to class late or leaving early will be considered 1/2 an absence.

If you are absent from class you are responsible for all work assigned, and all the information provided during your absence, just as if you had attended. Do not e-mail me to ask what we covered, or whether I “covered anything important.” Get notes from a fellow student.

There will be no make-up of any unexcused absence that results in a missed test. You must contact me BEFORE or ANYTIME ON the day of the test if you are to be absent, to be excused, and therefore to be eligible for a make-up.

If you are approved to take a make-up exam it will be given at my office on **Wednesday June 15th at 12:00 noon.**

It will be appreciated as a courtesy for you to contact me in advance in the event of any absence from lecture classes.

TCC's attendance policy states that any student who misses more times than a class meets for any one week may be withdrawn with an AW. I will not automatically drop you simply due to absences. If you

just stop attending, without dropping, expect to get an "F."

Please come see me first if you plan to drop the course.

Absences for military service, jury duty, college sponsored activities that were approved by the college president, and religious holidays are excusable if the Assistant Vice President for Instruction at TCC is given prior notification. See me as well and keep me informed.

CELL - FREE CLASSROOM POLICY:

Classrooms in History & Social Sciences are CELL PHONE -FREE academic learning environments.

Cell phones, i-Pods, i-Pads and other electronic devices (ED's) have become a near daily distraction in many college classrooms. Their interruptions are disruptive to classes, their easy availability distracts students from full engagement in the group process of the class and, as a result, they impede learning. The following policy shall apply throughout the semester:

Cell phones, ED's etc. may not be used in the classroom at any time, nor will they be permitted to disturb the learning of others at any time. All cell phones, i-Pods, and other electronic devices must be turned off and put away upon entering the classroom. They should not be visible on desks or in students' hands or laps while our class is in session. Obviously then, texting is not permitted either. Any student who violates this policy and/or anyone whose cell phone or other electronic device rings/sounds off during our class must immediately leave class, and/or will be counted absent, and may not return until the following class. If it happens during a test, that person's test will be considered complete and immediately collected.

TURN OFF YOUR CELL PHONE, Smart phone, Blackberry, i-Pod, i-Pad, PDA , etc. BEFORE YOU WALK IN THE DOOR. *(The simplest way to say all of this: Turn on your mind and join the class.)*

CLASSROOM ETIQUETTE:

Be respectful of others and of their opportunity to learn. We will not waste much time on idle chit chat. Everything we talk about is part of the course. Be prepared to learn from others and to share what you know as well.

Do not come late to class. Do not leave early. Do not leave the room except in an extreme emergency. When I arrive, class has begun --pay attention; I often announce important things and hand back papers at the beginning of class. If you have inadvertently arrived late, slip in as quietly and unobtrusively as possible; take a seat near the door.

Turn off (or leave at home) all cell phones (see policy above), PDA's, i-pods, CD players, cassette recordings, radios, etc. Feel free to tape the class in order to assist you in reviewing your notes, but let me know if you are doing so. You may use a laptop in class only for course related work such as taking notes; if laptop use becomes distracting to others it will be prohibited.

Do not carry on private conversations with others around you. Do not "hit on" or try to date your classmates while in class. You can do that at other times and elsewhere.

Raise your hand and be prepared to keep it up; I try to call on everyone eventually. Do not hesitate to ask questions offer comments or share insights; we will all benefit when you do so. Come prepared and well equipped. Always have two number two pencils and a pen handy.

Grading Policy:

Your grade will be a function of your total of scores on:

Test 1; the Midterm (200 points -Essay test); Test 3; the final exam (200 points -Multiple Choice) ...and any pop quizzes that might or might not be given during the semester.

Class participation is required, and **up to 20 additional points** are available to those who demonstrate extra interest, and who contribute meaningfully and most often.

IF YOU MAKE LESS THAN 140 points (a "C") on Test 2/Midterm you MUST complete TWO of the Critical Journal Review (CJR) papers described below.

Grading Scale:

540 - 600 points = A Test 1 _____ / 100

480 - 539 points = B Test 2 _____ / 200 (Essay Test)

420 - 479 points = C Test 3 _____ / 100

360 - 419 points = D Final _____ / 200
359.....or below = F Total _____ / 600

NOTE: The last day to withdraw from this course is _____.

You may also earn up to 30 additional points toward your final grade by reviewing up to two journal articles on topics in Human Development. I will provide a copy of an article and you will type a brief (350 word minimum) summary and critique of the article. YOU MAY NOT DIRECTLY QUOTE THE ARTICLE you are critiquing (or any other source) at any time. Follow the "OJR instructions" sheet. You must hand the article back in to me, highlighted, along with your critique/summary. I will grade each paper on a 15 point scale. Thus, each article successfully reviewed will be worth up to 15 extra points toward your total points (600 maximum).

Plagiarism (the use of someone else's IDEAS OR WORDS without giving proper credit) is cheating. Plagiarism on any assignment or any other form of cheating will result in a zero on the work (and thus, failure of the course), and disciplinary action from the school.

Text:

Papalia, Diane E., Olds, Sally W. & Feldman, Ruth D. (2009). *Human Development; 11th Edition*. New York: McGraw-Hill.

.....Plus supplemental outside readings as assigned.

Read the material in advance so you will obtain maximum benefit from class discussion.

Class participation is a requirement of the course!!!

Offer comments, questions and input in every class if you expect to do well.

Date: Topics and Readings

Week 1: 5/9/11: Reading: Chapter 1 & 2 (through p. 72)

Introduction, course requirements, policies. Why are we in this class? How is development studied? Philosophy, Science and Theory.

Nature versus Nurture and Nature cum Nurture, key issues for developmental theories.

Developmental periods and critical periods, milestones. Other key concepts.

Reading: Chapters 2 (the rest)& 3

Prenatal development & birth.

"The Miracle of Life."

Week 2: 5/16/11: Reading: Chapters 3 & 4

The importance of early (and really early) care.

Infancy -physiological and biological development. How biological development leads to cognitive development.

The rhythm of life.

Reading: Chapters 4 & 5.

Cognitive Development in Infancy

Reading: Chapter 6:

Social and Emotional Development in Infancy
The rhythm of life.

Week 3: -----TEST 1 on Monday 5/23/11-----

Tuesday 5/24/11:

Reading: Chapters 5, 6 & 7

Attachment and Primary Tasks.

The preschooler:

Piagetian theory --a closer look. How does real thinking start?

Language development, grammar, deep structure, and the use of symbols and signs.

Growth and motor milestones

Reading: Chapter 8

The family drama:

Developing gender identity, developing the ego, developing a social role

--did Freud tell us something we forgot?

What is the self and how does "it" form?

The development of personality traits

--from emotional states, conflicts and drives, or predispositions?

Reading: Chapter 9

"Boy, you're growin' like a weed!"

Coordination, skills, executive control over motor functions, planning.

How does thinking change in the elementary years?

Reversibility, Time, Conservation, Hierarchical thinking, Logical thinking.

Homework: Does practice make perfect?

Reading: Chapter 10

Social skills, social status, social roles in elementary school.

Industry versus Inferiority --what is the source of self esteem?

Week 4: Monday: Holiday; No Class.

Tuesday: 5/31/11: -----MIDTERM EXAM: (4 Essays)-----

Wednesday: **Reading: Chapter 11: Adolescence**

Puberty; change is happening fast!

Changes in the brain. How hormones alter who we are.

The incomplete gift of abstract thought: suddenly the world is big again.

Week 5: 6/6/11:

Reading: Chapter 12:

Identity development in adolescence.

Marcia's extension of Erikson's theory

Sex and Drugs and Rock and Rap --and Drinking and Driving and Dying and Going to Jail

6/8/11: -----TEST 3:-----

6/9/11: Reading: Chapters 13 and 14:

The entry into adulthood. What's the difference?

Early adulthood tasks: Independence, Intimacy, Going to work, Making babies, Buying a home, Careers -- what's next?

Week 6: 6/13/11:

Formal and post-formal thought

Reading: Chapter 15:

Levinson's Seasons introduced

Other ways of describing adult development -Havighurst, Sheahy

Reading: Chapters 16, and 17

--plus a supplemental reading that I will provide

Middle age life tasks. More Erikson and Levinson, plus C.G. Jung!

Other ways of describing later adult development -Havighurst, Peck, Neugarten

Aging -How and why do we age?

Late life changes: Declining or Refining?

Reading: Chapters 18 and 19

Death and dying. E. Kubler-Ross' theory

Other views of the end of life

Week 7:

6/20/11:

FINAL EXAM ON Monday June 20th Time: _____ to _____.

Your final exams will take the entire period. Plan to be here until the very end.

In accordance with State Board of Education Rule 6A-14.0301, students are permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for that course. Students who wish to withdraw from the term must complete the official Complete Withdrawal Form and have it approved by the Advising Director. Students eligible for withdrawal and who submit their request before the withdrawal deadline will receive a grade of W recorded upon their permanent record for each course in which they were enrolled at the time of withdrawal. No instructor signature is required, but your instructor prefers to meet with you well in advance of the withdrawal date, in order to discuss your options.

This syllabus is also available in a large print version for the visually impaired.

This syllabus was last updated on May 8th, 2011 -R.M.

HONOR CODE

As an academic community devoted to the life of the mind, this class requires of every student complete intellectual honesty in the preparation and completion of all assigned academic work.

Honor Pledge

Honor, integrity, honesty and effort benefit everyone. I hereby recognize that my honor as a student of this class is dependent on my integrity, honesty and effort. Therefore, I will not cheat, plagiarize or otherwise misrepresent the work I submit. I shall neither give nor receive unauthorized aid on any piece of work, nor knowingly tolerate any violation of the Honor Code of this class.

I hereby certify that all the written work I submit in this course shall be my own original writing, that I will use no idea, fact, information, or phrasing from any source without giving credit by citing that source in my work, and that I shall strive to make as plain as possible the sources used in my work.

I hereby certify that the responses I give on tests in this course shall reflect only my own knowledge, study, effort and belief. I will not attempt to copy the work of others, and will not tolerate any attempt of others to copy my work. If I detect that any student in this class is attempting to copy my work or that of others, I will report my belief to my instructor immediately and without fear of the consequences for doing so.

I hereby pledge my honor, integrity, honesty and effort as a student, as a fellow human being and as a member of the academic community in this class.

Pledged on this day, ____/____/____ _____