



ADVANCED HUMAN GROWTH AND DEVELOPMENT

EDF 610: section 301 (Internet)

Spring, 2012

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On Campus Office Hours: M/W (9 a.m. to noon); or by appointment

Note 1: I am normally in my office and available to see students during my posted office hours. Occasionally, however, a meeting or other activity will keep me away. Therefore, before driving to campus or coming to see me, it is ALWAYS best to contact me (via e-mail or phone) to make an appointment.

Note 2: Dates to file forms for graduation (Fall graduations must be submitted to registrar by Oct. 15th; Spring/Summer graduations must be submitted to registrar by Mar. 15th).

Course Description:

This course explores developmental processes and patterns throughout the lifespan and will require application of principles of human development, theory and research. This course is conducted completely ONLINE. Course objectives will be accomplished through reading the text and supplemental materials as assigned, completion of Bb and other written and performance assignments, and participation in asynchronous online class discussions on Blackboard (Bb). This course is designed to facilitate students' understanding and subsequent application of developmental theories and principles in the field of education.

Educators must have expertise in working effectively with diverse students. They must have cultural literacy. Cultural literacy involves knowledge of various cultural groups' values, beliefs and worldviews, knowledge of different cultural groups' histories in the U.S., the willingness to learn about different cultural groups, and the ability to seek out and attend to information about different cultural groups and to accommodate that knowledge so that it results in new insight and ways of looking at the world. For students to become culturally literate, they also must be knowledgeable about their own cultural identities and committed to developing into advocates for all students including those whose cultural backgrounds may differ from their own.

Conceptual Framework: (CF)

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality instruction that is informed by best practice, national and international research and scholarship, literature, and Appalachian experience. Our goals include preparing professionals to participate in the improvement of schools, quality of life, and communities. COE curricula emphasize: *A Holistic View of Students and Diversity, Collaboration and Coalition Building, Student Empowerment, and Informed Decision-Making in Problem-Solving.*

As such, this course facilitates candidates' construction of knowledge through application to authentic, experiential instructional strategies for current and later use in the candidates' professional settings. Candidates in this course will extend their knowledge of principles and theories of physical, cognitive, psychosocial, moral, and racial identity developmental theories and will apply developmental theories in the understanding and discussion of developmental research and developmentally appropriate educator practices. Assigned formal and informal student reflection will enhance students' understanding of the various concepts and theories, as well as their recognition of developmental and learning theories present in school curricula and practices. Diversity will be explored as it relates to the domains of human development and education.

Conceptual Framework Outcomes: (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1.) master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to “whole” student learning in education settings;
- 2.) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3.) demonstrate professional dispositions;
- 4.) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5.) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes: (SLOs)

Through course activities candidates will be able to:

1. Explain human development using major human physical, cognitive, psychosocial,

moral, and emotional development theories and concepts within educational contexts;

2. Construct knowledge of and apply major theoretical perspectives, concepts, and constructs used to define and explain learning;
3. Identify, describe and explain principles and strategies for facilitating learning and teacher/student self-awareness and motivation;
4. Observe, record, describe and interpret human behavior;
5. Demonstrate an understanding of diversity theory, oppression, and cultural influences on human development related to teaching and learning;
6. Use technology in research, analysis, synthesis and presentation of information effectively;
7. Demonstrate an understanding of linkages between developmental theories and best practice principles of learning; and
8. Employ effective writing skills using APA format citation and referencing of relevant sources of information.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFOs and SLOs:

Course Assessments Aligned with	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	National Council for the Accreditation of Teacher Education (NCATE)	Education Professional Standards Board (EPSB)
Course Assessment (Percent Values)	http://kyepsb.net/teacherprep/standards.asp		www.ncate.org	http://kyepsb.net/
Formative Quizzes and Summative Midterm & Final Exam (FQ: 20 %; SE: 30%) CFO: 1, 4 SLO: 1,2,3,5,7,8	1-10	N/A: Not a course in pedagogy	1, 2, 3, & 4	Diversity, Assessment, Literacy, Closing the Achievement Gap
Discussion Board Assignments (20%) CFO: 1,3,4 SLO: 1,2,3,5,6,7,8	1-10	N/A: Not a course in pedagogy	1, 2, 3, & 4	Diversity, Assessment, Literacy, & Closing the Achievement Gap
Plagiarism Tutorial Certificate (to effectively cite for Diversity Paper) (5%) CFO: 1,2,3 SLO: 1,2,3,5,6,7,8	1-10	N/A: Not a course in pedagogy	1, 2, 3, & 4	Diversity, Assessment, Literacy, & Closing the Achievement Gap
Review of Diversity Literature/Suggestions for Practice Paper (25%) CFO: 1,2,4 SLO: 1,2,3,5,6,7,8	1-10	N/A: Not a course in pedagogy	1, 2, 3, & 4	Diversity, Literacy, Assessment, Closing the Achievement Gap

	Brief Assignment Descriptions
Course Content Assessments (Quizzes, Midterm, and Final Exam)	Weekly formative quizzes (3 chances to take within a given testing window), and a summative midterm and final exam (can only be taken once) assesses student understanding of course readings/content.
Discussion Board Assignments	Complete discussion board short answer assignments in response to course readings and reply to classmates' posts. Depth of original responses and replies to others largely determine success on Db postings. Here's where you can show you are a graduate learner!
Plagiarism Tutorial Certificate	Complete Plagiarism Tutorials and supply documentation to verify understanding of how to appropriately cite sources in writing. Course paper cannot be submitted without first submitting this certificate. It will be assumed that students understand plagiarism rules after submission of this certificate. If questions arise, check your APA manual and if still unsure, e-mail me.
Diversity Literature Review and Suggestions for Practice Paper	Reviewing provided literature about particular cultural groups as related to development and education, summarizing the literature and using literature and other course readings to propose developmentally appropriate suggestions for ensuring educational equity for students represented in the cultural groups. Part of this paper includes self-reflection about experiences and beliefs had about students from the selected cultural groups. If you use other sources than those provided to complete this paper, you must highlight the area of the source you are using and submit the highlighted article to the instructor before the paper is due. If not, it will not be graded. (If you dig deep, this assignment should prove highly beneficial to you as a professional.)

Required Readings:

Santrock, J.W. (2010). A topical approach to life-span development. (5th ed.). New York: McGraw-Hill Higher Education

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC, author.

Additional articles distributed online throughout the semester via the course Blackboard (Bb) site.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe
<<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Folio180 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

COURSE GRADE: Your course grade will be based on the following:

- Participation in Discussion Board 20%*
- Weekly quizzes (Three chances to take these within the testing window, with highest grade being the grade you earn) 20%
- Midterm & Final Exams 30%
- Review of Diversity Lit. /Practice Paper 25%
- Plagiarism Tutorial Certificate 5%

Grading Scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% and below = E.

Written Work Policy:

All graded assignments must be submitted electronically to the following e-mail address: t.conner@moreheadstate.edu unless they are class or group discussion board assignments (post these to the Discussion Board as directed in Bb). All assignments should be checked for correct grammar, syntax, and spelling before being submitted for a grade. Deductions will be assessed

for written clarity, grammar, and spelling errors.

Late Work Policy:

Assignments are due by 11: 55 p.m. on stated ([See the Class Schedule](#)) assigned due dates. The Literature Review and Suggestions for Practice Paper will receive a 10% deduction in points for each day it is late. If the Plagiarism Tutorial certificate is late, it will only receive half-credit. The weekly formative quizzes, discussion board postings and the final exam **must** be completed on time to receive any credit for them. However, should there be an interruption of attendance/class participation due to major illness or other emergency situation (see Eagle Student Handbook for examples); the student should contact the instructor at the earliest possible opportunity to identify strategies for satisfactorily completing the course requirements without receiving a penalty to the final grade. **NO ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT AFTER 11:55 P.M. ON THE LAST DAY OF CLASS (Friday, Dec. 16th at 4 p.m.) UNLESS PRE-APPROVED BY THE INSTRUCTOR.**

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. Adherence to the suggestions provided in the Plagiarism Tutorial assignment and the most current manual of the American Psychological Association (6th ed.) will assist greatly in preventing acts of academic dishonesty. The academic honesty policy for MSU is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. Please check with the course instructor if you are unsure about any issue that *might* be plagiarism. Alleged ignorance of what constitutes plagiarism will not be a suitable defense for an act of plagiarism. **Be careful and triple check your work to ensure compliance with the rules set forth in the Plagiarism Tutorial and APA manual.**

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

This is an online class and as such, students will not be meeting on campus and do not necessarily need to discuss specific safety protocols with the instructor. Should students want to familiarize themselves with emergency response protocols for MSU, they may do so at

<http://www.moreheadstate.edu/emergency>

***** As this course utilizes Blackboard technology, registration for Blackboard (Bb) is required. For this course, Blackboard will be utilized for the posting of all course assignments, materials, and supplements. Students will also be able to check their current course grades in the Bb site. Please check access to Blackboard immediately and familiarize yourself with the layout of the course Blackboard environment. Also, please be aware that the instructor uses Bb for all electronic communication with students (email, etc.). Please be sure you check the email account you have listed in Blackboard frequently. YOU MUST CHECK YOUR MSU E-MAIL TO ACCESS**

COURSE E-MAILS SENT THROUGH BLACKBOARD TO YOU. BLACKBOARD NO LONGER ALLOWS STUDENTS TO CHANGE THEIR E-MAIL ADDRESSES TO PRIVATE ACCOUNTS. IF YOU SHOULD NEED A FACE-TO-FACE MEETING IN MY OFFICE, WE CAN ARRANGE SUCH A MEETING AT A MUTUALLY AGREED UPON TIME.

****** AS THIS IS AN ONLINE COURSE, INCLEMENT WEATHER SHOULD NOT INFLUENCE YOUR PARTICIPATION. IT IS THE RESPONSIBILITY OF THE STUDENT TO SECURE A CONSISTENT CONNECTION TO THE INTERNET IN ORDER TO SUCCESSFULLY COMPLETE COURSE REQUIREMENTS.**

**EDF 610-301 (asynchronous online)
Spring, 2012 Weekly Schedule**

Note: A “Week” in this course is from Monday 10:00 a.m. through Sunday 11:55 p.m., EXCEPT FOR THE LAST WEEK, WHICH ENDS ON FRIDAY AT 4 p.m.

<i>Dates (By Week)</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 1 (1/17-1/22)	Santrock: CH 1 (read through Erikson); work on APA style quiz; plagiarism tutorial External Link on Research Topics Covered: Introductions	Discussion Board 1 (Personal Introductions Posting) (see details on Bb) due 11:55 Sunday Quiz 1 <u>not</u> due this week!
Week 2 (1/23-1/29)	Santrock: CH 1 (Finish) Topics Covered: Introductions continued	Plagiarism Certificate due Friday by 4 p.m. (see <i>External Links</i>); Quiz Week 2 & Discussion Board Posting Week 2 (see details on Bb) due 11:55 Sunday
Week 3 (1/30-2/5)	Santrock: CHS 3 & 6 (see pages below) Topics Covered: The Brain (p. 110-121); Sleep (p. 121-127); Cognitive Developmental Approaches: Piaget (p. 208-226, 232-233)	Quiz Week 3 & Discussion Board Posting Week 3 (see details on Bb) due 11:55 Sunday
Week 4 (2/6-2-12)	Santrock: CH 6 (Finish) Topics Covered: Piaget (cont.) & Vygotsky (p. 226-231)	Weekly Quiz 4 & Discussion Board Posting Week 4 (see details on Bb) due 11:55 p.m. Sunday
Week 5 (2/13-2/19)	Santrock CH 7: Information Processing	Weekly Quiz 5 & Discussion Board Posting Week 5 (see details on Bb) due 11:55 p.m. Sunday
Week 6 (2/20-2/26)	Rough Draft of Diversity	No Quiz or Discussion Board.

	Literature and Practices Paper Due	See Bb for details of what is due for the draft. Draft with Reference page and any additional references (highlighted) due via e-mail 11:55 p.m. Sunday
Week 7 (2/27-3/4)	Exam to cover all course readings to date	Midterm Exam due 11:55 p.m. Sunday, October 9th
Week 8 (3/5-3/11)	Santrock CH 8: Intelligence	Quiz Week 8 and Discussion Board Posting Week 8 due Sunday at 11:55 p.m.
Week 9 (3/12-3/18)	Santrock CH 9: Language	Quiz Week 9 and Discussion Board Posting Week 9 due Sunday at 11:55 p.m.
Week 10 (3/19-3/25)	Spring Break	
Week 11 (3/26-4/1)	Santrock CH 10: Emotional Development	Quiz Week 11 and Discussion Board Posting Week 11 due Sunday at 11:55 p.m.
Week 12 (4/2-4/8)	Santrock CH 11: Self, Identity, and Personality	Quiz Week 12 and Discussion Board Posting Week 12 due Sunday at 11:55 p.m.
Week 13 (4/9-4/15)	Santrock CH 12: Gender & Sexuality	Quiz Week 13 and Discussion Board Posting Week 13 due Sunday at 11:55 p.m.
Week 14 (4/16-4/22)	Santrock CH 13: Moral Development, Values, & Religion	Quiz Week 14 and Discussion Board Posting Week 14 due Sunday at 11:55 p.m.
Week 15 (4/23-4/29)	Santrock CH 14: Families, Lifestyles, & Parenting Santrock CH 15: Peers & the Sociocultural World;	Quiz Week 15 and Discussion Board Posting Week 15 due Sunday at 11:55 p.m.
Week 16 (4/30-5/6)	Santrock CH 16: Schools & Achievement (pp. 600-616)	Quiz Week 16 and Discussion Board Posting Week 16 due Sunday at 11:55 p.m.
Finals Week (5/7 through FRIDAY, May 11TH AT 4 P.M.)	This is not a cumulative exam. It is only over the material covered since the midterm exam!	FINAL EXAM Due before 4 p.m. Friday. Have an enjoyable (and dare I say, restful?) break!
PLEASE PAY CAREFUL	ATTENTION TO ALL	ASSIGNMENT DUE DATES!