Human Development in Education

COURSE INSTRUCTOR

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Office Hours: Monday and Tuesday (3:30 to 6:00pm)

COURSE INFORMATION

EPSY 5331 (3 credit hours)
Spring Semester 2006
Monday 6:00 – 8:50pm
Education Building, Room 318

COURSE DESCRIPTION

Interrelationships of social and psychological development through the lifecycle and implications for teaching and learning.

COURSE PURPOSE

The purpose of EPSY 5331 is to describe, analyze, and evaluate the major theories of human development, while emphasizing their relevance and application across educational settings. Cognitive, psychoanalytic, social, ethological, ecological, and sociocultural theories will be presented in a basic manner, but also analyzed in the context of practical and applied educational situations.

RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK

As articulated in the Conceptual Framework of the College of Education, knowledge based on research findings, combined with sound professional practice and educators’ proficiencies and content knowledge, is the driving force of the missions, visions, beliefs, ethics, and values of the College of Education. The essence of the conceptual framework is captured by the theme, “Professional Educators Opening Doors to the Future.” In EPSY 5331 the doors are opened metaphorically by assisting in the development and preparation of scholar-practitioners. In this sense, a scholar-practitioner has a firm understanding of developmental psychology and how theories of human development can be applied to enhance the quality of educational settings. As educators, trainers, instructional designers, parents, coaches, counselors, or researchers, these scholar-practitioners’ practice is informed by the theories and research undergirding developmental psychology.
REQUIRED MATERIALS

TEXTBOOK


ADDITIONAL REQUIRED READINGS


Please Note: The additional required readings are available on WebCT.

COURSE WEBPAGE (WebCT)

The course webpage contains this syllabus in its most current form, course grades, additional and supplemental readings, and other noteworthy information for the course, including but not limited to the following: exams, announcements, and homework assignments. If you experience problems with the webpage, please contact the instructor immediately.

LEARNING OUTCOMES

Please see *Appendix A* for a general description of the core learning outcomes and method of assessing these outcomes. A comprehensive list of learning objectives may be downloaded from WebCT. This document will list what content you are expected to master for each topic. The learning objectives may be obtained through reading and studying the textbook, through satisfactory completion of assignments, and by attention to and participation in classroom lectures, presentations, discussions, and projects. It is strongly recommended that you use these learning objectives as 1) a study guide for the two scheduled examinations and 2) a yardstick to measure your progress in this course.
Grades are computed based on satisfactory completion of the course requirements. Unexcused absences and late assignments will lower your grade. Grades may be raised based upon your ability to contribute to class discussions and group activities. Below is a breakdown of the grading and the grading scale.

Exams (30 – 50 points each)
Reflection and Application Paper (10 points each)
Issues in Developmental Psychology Paper (40 points)
In-class Activities (5 points each)
Miscellaneous Assignments (points vary for each assignment)
Class Participation (20 points)
Class Attendance (20 points)

A  93-100    B  83-86    C  73-76    F  59 & Below
A-  90-92    B-  80-82    C-  70-72
B+  87-89    C+  77-79    D  60-69

Examinations. There will be approximately four online exams given during the semester. The exams are designed so that students demonstrate their understanding and ability to recall and apply basic terms and theoretical concepts covered in the course. Each exam will contain a combination of multiple-choice and essay questions. The essay questions call for the student to demonstrate the analysis, integration, and application of concepts and ideas presented in the assigned readings and class discussions. Each exam will include material covered up to the date of that exam, including readings, lectures, and videos viewed in class. The exams will be available for three days. The fourth exam will contain integrative multiple-choice and essay questions.

Students will be expected to complete the exam in one sitting. Make-up examinations will be offered only to those who obtain permission from the instructor 72 hours IN ADVANCE of the test. Exceptions to this rule will be considered depending on the circumstance (e.g., death of a family member, delivery of a baby, or significant illness). Arrangements to take a missed exam MUST be made within ONE WEEK after the exam is given.

Reflection and Application Papers. As a teacher-educator and educational psychologist I strive to nurture the development of Scholar-Practitioners. In my view, a Scholar-Practitioner is an educational practitioner who establishes a strong linkage between theory, research, and practice and utilizes this link to make informed educational decisions. Because of this endorsement, one of the goals of this course is for you to be able to describe how each theory discussed will influence your practice as a teacher, counselor, school psychologist, coach, speech pathologist and so on. It is important that you do not simply reflect upon the assigned readings. To maximize the effectiveness of this assignment it is therefore important that you begin thinking about how you would apply what you have read. To that end, you should prepare a brief essay that reflects your understanding of course material as well as your ability to think critically about its implications and application in your profession.

Questions that might guide your reflection paper include the following: What ideas in the chapter will be most useful or valuable to you in a future teaching situation? How has the content of this chapter changed your view of teaching and learning? How will this theory influence your practice?
How will you apply this theory in your profession? What does this theory mean to you as a practitioner? How might you design your classroom using the ideas in this chapter? Was there something presented in the reading that is useful to you outside of class?

Essays should be in APA format (see Paper Format under Course Policies). Essays should be about 1000 words long (about four pages double-spaced). Give your essay a title and put the title, your name, and the date at the top of the first page. You will upload each essay to WebCT using the assignment drop box. While there are four reflection paper opportunities you are required to turn in only three reflection papers. The essays are due on Monday 2/20, 3/27, 4/17, & 5/1.

In evaluating your essay, I will consider the extent to which it is (a) well written, (b) shows good understanding of course material, (c) demonstrates your ability to weave course concepts and theory into your essay and (d) displays your ability to successfully link theory and practice. I will give grades of B (8 points) or higher to essays that reflect levels of communication and understanding that I deem satisfactory for a graduate student. Essays handed in late contribute less to the class discussion and will be graded more stringently; only rarely will such essays receive a grade higher than B.

**Issues in Developmental Psychology Paper.** The purpose of this paper is to encourage the critical examination of a developmental issue (e.g., trend, disorder, problem, etc) by triangulating three sources of information: consumer, theoretical and research. This assignment consists of five components. (1) Identify an Issue in Developmental Psychology (1 page) – You will need to select a topic of interest that describes an issue or concept in human development (e.g., aggression, identity crises, temper tantrums, etc). After selecting the topic, you will need to describe the nature of the issue and its relationship to human development. (2) Consumer Information (2 pages) – Choose an article written for public consumption that addresses a specific developmental issue. Describe the issue/concern from the perspective of the author(s) and discuss suggestions from the author(s) on how to handle the situation. (3) Theoretical Information (1.5 pages) – Identify a theory (or theories) that could be used to address or explain the developmental issue. Once you have identified a theory (or theories) you need to provide an overview of the theory and discuss its relationship with the selected issue. Pay particular attention in identifying developmental stages and concepts that might be applicable. (4) Review of Educational Research (3 pages) – Next, after you have identified the theory that is best suited to address or explain the developmental issue, you will now review several related research studies (at least three). The research studies may be designed to further examine the causes of the developmental issue, its consequences, and/or solutions (e.g., preventative measures or interventions). (5) Summary/Conclusion (1 page) – Integrate the consumer, theoretical and research information. Identify points among the three that offer conflicting views and points that agree. Discuss your own ideas/experiences that apply to this concept.

The length of this assignment may range from 8 to 10 pages double spaced and will be due on April 24th. Because this assignment will be used for our class activity on April 24th you will also need to design a one-page handout to distribute in class. More details about the paper and the handout are forthcoming. See Appendix B for two examples.

**In-class Activities.** Students are expected to participate in various in-class activities that are designed to enhance the learning process. These individual and/or small group activities may consist of discussion questions, case study analysis, and other relevant application exercises. Each graded...
activity is worth 5 points and may not be made up in the event of an absence. The points accumulated from these activities are in addition to the class participation grade.

Extra Credit. Extra credit opportunities may be available during the semester in the form of participation in a research study conducted by a College of Education faculty member or doctoral student. The amount of points for participating in a study may vary but will not exceed 5 points. Details of these opportunities will be announced in class when they arise.

COURSE POLICIES AND STATEMENTS

COURSE EXPECTATIONS

Workload Policy. This class is a 3 credit course. The university defines this as 3 contact hours plus 6 additional hours of work outside of class per week for a student to achieve an average grade in the course. Respectively, your instructor has allocated 6-7 hours of material (including weekly readings and assignments) to be covered by you outside of class per week. So please plan accordingly!

Weekly Preparation. Before each class meeting, you are expected to have 1) read the assigned readings and 2) completed any class or homework assignments.

Attendance. Due to the interactive style of this course, attendance in this class is mandatory, and will greatly influence your participation grade. If you must be absent from class, I expect that you will be courteous and call or e-mail me before class (when possible) to inform me of your impending absence. Attendance (or the lack of it) will be seriously considered when assessing final grades. Class attendance is an important indicator of your commitment and professionalism, and is critical to your success in this course.

Active Participation. Active participation in this course is required. Full participation points can be earned with students not only attending class, but also actively participating during class discussions and class exercises. Participation and attendance points will be lost for each absence. Excessive absences, lateness, leaving class early or being off task will result in a lowered participation grade. In this grading system participation points are strongly correlated with attendance points.

COMMUNICATION

Office Hours. My regular office hours will be Monday and Tuesday – 3:30 to 6:00pm. Other meeting times can be arranged by appointment. You are invited and indeed strongly encouraged to make use of these office hours and appointments. You may also feel free to stop by my office anytime; you will be welcome, although an appointment will ensure my undivided attention. If at anytime during the course you need help or special consideration regarding any subject, please do not hesitate to speak with me.

E-mail. The use of e-mail and the Internet has gone beyond being merely fun and/or convenient. Information technologies have become routine tools for learning. It is imperative that you learn to use e-mail, the Internet, and general computing (word-processing, graphics, and database management) as part of your college education. Accordingly, you must have an e-mail account and check it (and the course webpage) regularly. I will be communicating with you via e-mail from time to time, and delivering assignments and handouts by way of the course webpage. I will hand-out "hardcopies" of lecture materials in class only if the campus server goes down for an extended
period or if they are needed within short notice. Our course webpage can be accessed using WebCT (www.webct.ttu.edu).

In the event that you need to contact me via e-mail, please include “EPSY 5331” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “EPSY 5331 – Attendance.” I will respond to e-mail requests within 48 hours during the work week (excluding holidays).

READINGS AND ADDITIONAL INSTRUCTIONAL RESOURCES

Required Readings. The required textbook is listed above and may be ordered online from the University bookstore or a number of other online vendors. The majority of the assigned readings will come from the textbook. In some cases additional required readings will be assigned and will be located on WebCT. It is required that each student read the assigned readings before attending class.

Supplemental Readings. Supplemental readings are not required but are offered as optional sources that provide greater depth regarding their respective topics and that served as key sources in the preparation of class lectures. These readings will also be located on WebCT under course documents.

Additional Instructional Resources. From time to time I will upload supplemental lecture content to WebCT that will serve as an additional instructional resource. These resources may include but are not limited to organizational charts and class handouts. Students are encouraged to visit WebCT one day before class to download these materials.

ASSIGNMENT AND HOMEWORK POLICY

Paper Format. All written assignments must adhere to APA style, and points will be deducted for not doing so. You should type all assignments, double-spacing with 1" margins on all sides, in 12-point Times New Roman. Each paper turned in should have a title page consisting of the title, name, date, instructor, and course number. If you are not familiar with APA formatting, please use the internet to view various APA guidelines and tutorials.

Late Assignments. Late assignments will not be accepted after 7 days (1 week after the initial due date). Points will be deducted for assignments turned in late (2 points each day it is late). You may avoid this penalty in many cases by successfully submitting assignments on-time by email or in my mailbox. Do not slide papers under my door. Students with unusual attendance problems (e.g., hospitalizations, jury duty, etc.) should consult with me regarding special arrangements for making-up missed classes and assignments.

ACCOMMODATING STUDENT DISABILITIES

Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor as soon as possible to discuss accommodations that are necessary to ensure his/her full participation and to facilitate his/her educational and professional development.
COURSE OUTLINE

The order of discussion may be altered when needed, some topics may be deleted or added with consideration of the content and students interest in the topics. Please see Appendix C for a copy of the course outline.
## APPENDIX A

### STUDENT LEARNING OUTCOMES AND ASSESSMENTS OF OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>By the conclusion of EPSY 5331, the student will be able to:</td>
<td>To assess these learning outcomes:</td>
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<tr>
<td>Discuss the theme, “Professional Educators Opening Doors to the Future,” as it relates to educational and developmental psychology.</td>
<td>Students will engage in ongoing class discussions describing how theories of educational psychology assists educational practitioners in making informed educational decisions about the teaching-learning process.</td>
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<td>Distinguish between the major theories of developmental psychology.</td>
<td>Students will distinguish between the major theories of developmental psychology during small-group discussion sessions and on content-based, multiple-choice and essay exams.</td>
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<tr>
<td>Analyze current issues and controversies in the field of developmental psychology.</td>
<td>Students will be presented with current issues and controversies in educational psychology and asked to articulate their position by supplementing their response with theory and research.</td>
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<tr>
<td>Describe the developmental progression (i.e., normal sequences) in a variety of developmental areas and specific factors that may influence development in each area.</td>
<td>Students will describe the developmental trends of students/clients within various age groups and grade-levels and explain the factors that influence these developmental trends. This may be done using a variety of formative and summative assessments (e.g., class discussions, case study analysis, essay exams, etc).</td>
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<td>Understand how learning, experience, maturation, and culture influence development.</td>
<td>When given a real life scenario, students will describe the factors that influence an individual’s development (e.g., cognitive, psychosocial development).</td>
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<tr>
<td>Apply theoretical perspectives and developmental concepts/issues to real life situations, especially those related to educational settings.</td>
<td>Using case studies and vignettes, students will analyze current educational dilemmas, problems, and issues and apply the appropriate theory to explain and/or resolve the issue.</td>
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<tr>
<td>Analyze issues in human development and apply the appropriate theory to explain and/or resolve the issue.</td>
<td>Students will describe issues in human development and apply the appropriate theory to explain and/or resolve the issue. This may be done using a variety of formative and summative assessments (e.g., class discussions, case study analysis, essay exams, etc).</td>
</tr>
<tr>
<td>Discuss current research findings in developmental psychology and the implications of these findings for educational practitioners.</td>
<td>Students will review a current study (or studies) relevant to developmental psychology. In the review, they will discuss the theoretical framework, methodology, and the implications of the study. Students will discuss their review in small or whole group discussions. In addition, students will be asked to articulate how the theoretical framework used in the study is related to course content.</td>
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<tr>
<td>Summarize current research studies in developmental psychology and describe the research methodology.</td>
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APPENDIX B

Integration Paper
(Examples of Developmental Issues)

EXAMPLE 1:

**Developmental Issue:** The goodbye blues: A preschooler starting school begs to stay by his parents side.

**Consumer Information:** Why do children go through this stage? What tactics are effective in helping parents and/or teachers handle separation anxiety?

**Theoretical Information:** What theory addresses the issue of separation anxiety (e.g., infant-caretaker attachment)? From a theoretical lens, is it a typical or atypical that a child at this age experiences separation anxiety? What might be causing this developmental issue?

**Review of Educational Research:** What does the research say about separation anxiety? Have there been any studies designed to look at the causes of separation anxiety? Have there been any studies designed to test the effectiveness of various tactics to minimize separation anxiety?

EXAMPLE 2:

**Developmental Issue:** Stop the fighting: Sibling rivalries, acts of aggression, and constant bickering

**Consumer Information:** Why do siblings have the tendency to fight amongst themselves? What tactics are effective in preventing siblings from fighting with one another?

**Theoretical Information:** What theory is best suited to address this issue (e.g., social learning theory, evolutionary developmental psychology)? Does a particular developmental theory speak directly to this issue?

**Review of Educational Research:** What does the research say about why sibling rivalries exist? Is fighting a byproduct of sibling rivalry? Has research found any social-cognitive variables or family characteristics (e.g., birth order, age differences) that influence the intensity of sibling rivalries?

** These two examples were taken from *Parents Magazine*, which has an excellent series entitled "As They Grow." [http://www.parents.com/parents/index.jhtml](http://www.parents.com/parents/index.jhtml)
### APPENDIX C

#### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>No Class – University Holiday</td>
<td></td>
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<tr>
<td>2</td>
<td>1/23</td>
<td>Theories of Human Development: Preliminary Considerations</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>3</td>
<td>1/30</td>
<td>Erikson and Psychosocial Development</td>
<td>Chapter 4</td>
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<tr>
<td>4</td>
<td>2/6</td>
<td>Information Processing Views of Cognitive Development</td>
<td>McShane (1991)</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>Evolutionary Development Psychology</td>
<td>Chapter 5 &amp; 7</td>
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<tr>
<td>6</td>
<td>2/20</td>
<td>Evolutionary Psychopathology and Abnormal Development</td>
<td>Bjorklund &amp; Pellegrini (2002); Mealey (2005)</td>
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<td></td>
<td><strong>Test # 1</strong></td>
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<td></td>
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<td><strong>Available: 2/21 – 2/23</strong></td>
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<tr>
<td>7</td>
<td>2/27</td>
<td>Skinner and Operant Conditioning</td>
<td>Chapter 8</td>
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<tr>
<td>8</td>
<td>3/6</td>
<td>Bandura and Social Cognitive Theory</td>
<td>Chapter 9</td>
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<tr>
<td>9</td>
<td>3/13</td>
<td>Spring Break</td>
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<tr>
<td>11</td>
<td>3/27</td>
<td>Vygotsky and Zones of Proximal Development</td>
<td>Chapter 10; Oakley (2004a)</td>
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<td><strong>Test # 2</strong></td>
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<td><strong>Available: 3/28 – 3/30</strong></td>
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<td>12</td>
<td>4/3</td>
<td>Piaget and Cognitive Developmental Theory</td>
<td>Chapter 11; Oakley (2004b)</td>
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<td>14</td>
<td>4/17</td>
<td>Kohlberg and Moral Development Theory / Prosocial Tendencies, Antisocial Behavior, and Moral Development</td>
<td>Chapter 12; Oakley (2004c)</td>
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<td></td>
<td><strong>Test # 3</strong></td>
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<td><strong>Available: 4/18 – 4/20</strong></td>
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<tr>
<td>15</td>
<td>4/24</td>
<td>Applied Developmental Psychology</td>
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<td></td>
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<td>Strand A: Educational Implications</td>
<td>Davis (2003)</td>
</tr>
<tr>
<td>16</td>
<td>5/1</td>
<td>Theories of Human Development: Putting it all Together</td>
<td>Chapters 13 &amp; 14</td>
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<td></td>
<td></td>
<td><strong>Test # 4</strong></td>
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<td><strong>Available: TBA</strong></td>
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STUDENT INTAKE FORM

Please tell me about yourself. Tear off this sheet and return it to me at the end of the class today.

Name:

Phone number where I can reach you, if necessary (optional):

E-mail Address:

Academic Major:

How long have you been a graduate student at TTU?

When do you expect to graduate?

What psychology courses have you taken that might be relevant to this course?

What education courses have you taken that might be relevant to this course?

Relevant work experience:

Future job expectations:

Anything else about you that is relevant to this course:

Personal expectations for this course:

Course content that appears of greatest interest and value to you:

Course content that appears of least interest and value to you:

Additional comments: