

The College of Education and Behavioral Sciences  
Houston Baptist University  
Course Syllabus  
Psychology 6301, Principles of Human Development  
Fall, 2014

**COURSE DESCRIPTION**

Intensive study and examination of literature and theory in developmental psychology as it relates to persons through the lifespan from infancy through adulthood. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as in-depth, case-study skill development.

**COURSE CORRELATION TO PEDAGOGY AND PROFESSIONAL RESPONSIBILITY**

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (1).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Psychological Foundations, including: child or adolescent development" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(1)(E).

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This course fulfills the degree requirements for persons seeking a Master's degree in Psychology or Education. There are no prerequisites.

**DATE AND TIME OF CLASS MEETINGS:**

Monday at 6:30 – 9:00 p.m.

**ROOM NUMBER:**

Hinton 206

**INSTRUCTOR INFORMATION**

Name: Ruth Cutting  
E-mail: [rcutting@hbu.edu](mailto:rcutting@hbu.edu)  
Office Hours: I will be available for the hour before class. For a meeting at other times, please contact me via email or leave a message with the Departmental office.

**LEARNING RESOURCES**

Course Text(s): Miller, Patricia. Theories of Developmental Psychology. 5<sup>th</sup> ed. Worth Publishers, 2011.  
ISBN-10: 071672846X; ISBN-13: 978-0716728467

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

This goal of this course is to promote the development of critical and creative thinking, encourage an atmosphere of academic and professional excellence, and foster intellectual and social interaction during learning.

### **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will provide students the opportunity to develop critical thinking skills through the basic understanding and application of the scientific and systematic study of human development.

### **RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)**

This course contributes to students pursuing an undergraduate degree in psychology by providing an education program that is "committed to academic excellence in an intellectually free and objective environment..." that provides "physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person." Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student's degree program by enhancing his/her basic understanding of

the scientific and systematic study of behavior and mental processes.

This course is foundational learning in the understanding of human behavior and functioning. It offers opportunities for broad critical thinking in terms of application and emphasizes the use of empirically supported literature.

### **RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)**

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and

- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course is foundational learning in the understanding of human behavior and mental health. The course offers opportunities to connect the core concepts with the practice of mental health care in the form of application to life experiences.

## **COURSE LEARNING OBJECTIVES**

Overview/ Purpose of the course

Promote an understanding of the constancy and change throughout the lifespan.

Identify and describe factors that influence human development and change during the lifespan.

Raise thought-provoking issues

Develop conceptual, analytical, writing, and speaking skills

Upon completion of this course, students should be able to:

1. Identify and apply a variety of Developmental Psychology theories, including strengths and weaknesses of each
2. Identify the impact of context and culture on human development
3. Develop an appreciation of the inter-relatedness of the theories and application of multiple theories to a single situation
4. Apply specific developmental theories to real-life context
5. Create effective professional presentations and deliver them to a group of peers

## **TOPICAL OUTLINE**

A course agenda is included at the end of this syllabus. It includes the following topics:

Major Developmental Theories

Cognitive Development – Piaget & Vygotsky

Psychosexual Development – Freud

Psychosocial Development – Erikson

Moral Development – Kohlberg & Gilligan

Parenting & Attachment

## **TEACHING STRATEGIES**

Teaching strategies will focus on discussion and application of the material. Mastery of the basic concepts and application to new situations is expected. It is assumed that the student will have read the appropriate materials in the text before attending class and contribute to discussion of the theory with observation and questions. Material presented during class is meant to supplement reading and provide ground for additional thought and reflection.

## **ASSESSMENT OF LEARNING**

### Course Requirements

All students will be required to turn in all assignments. Advance notification must be given to instructor if any assignment will be late or not turned in.

Final grade will be determined from the following:

Classroom participation 10%

Participation in discussing during class as well as small group work

Learning Objectives: 1 and 2

Final Exam 15%

Final Portfolio 15%

Three self-assessment projects to be worked on over the course of the semester.

Learning Objectives: 2, 3, and 4

Oral Presentation 20%

Five minute presentation to the class on document 2 or 3 from the final portfolio

Learning Objectives: 4 and 5

Writing Assignments 40%

Case studies for specific theories or concepts; see due dates below

Learning Objectives: 1, 2, and 4

### Grading Standards

Course grade will be based on understanding of theories as demonstrated through the application of those to situations. Demonstration of this understanding will be through both written and oral methods.

Writing assignments will be graded in terms of points. The student's points for all assignments will be totaled and that will be divided by the total number of points for the semester. That percentage will be converted to the letter grade as shown above.

Writing assignment must have your last name on top right of every page, the page number on bottom right of every page, be double spaced, and contain a minimum of 2000 words. Late work will not be accepted.

Final course grades will be based strictly upon exam performance and activity completion. "Final percentage correct" will be used to assign course grades according to the following scale:

94 and above = **A**

90-93 = **A-**

87-89 = **B+**

83-86 = **B**

80-82 = **B-**

77-79 = **C+**

73-76 = **C**

70-72 = **C-**

69 and below = **F**

### **Student Evaluation of Faculty and Course**

Students will complete faculty appraisal forms as regularly administered by the University.

### **COURSE POLICIES**

#### ATTENDANCE: Absence and Tardy Policies:

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be "F" no matter what test and paper scores might be.

#### ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodation section of the HBU Classroom Policy posted on Blackboard.

### LATE WORK STATEMENT

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Written assignments are due to the instructor's email by 11:59 p.m. of the assigned date. If the assignment is received late, or the student is aware that the assignment will be turned in late, a notifying e-mail should be sent to the instructor with the reason for the late completion. Assignments that are late for reasons other than personal or medical emergency will be lowered one letter grade. If you are previously aware that you will not meet the assignment deadline, please contact me to discuss when the assignment should be completed.

### Missed Tests

The course has no traditional exams (multiple choice, short answer, etc). All grades are derived from the written assignments, i.e. a written examination of the behaviors in a particular situation according to the assigned theory. All assignments must be completed.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

Person Responsible for developing this Syllabus:

Rebecca R. Cutting

July, 2014

## COURSE AGENDA

Date	Topic	
8/25	Course Introduction	
9/1	Labor Day – no class	
9/8	Piaget/Case/Fischer	
9/15	Freud	Piaget paper
9/22	Erikson	
9/29	Vygotsky	Freud paper
10/6	Kohlberg/Gilligan	
10/13	Baumrind (Parenting)	Vygostky/Kohlberg paper
10/20	Attachment – Bowlby/Ainsworth	
10/27	Infancy & PreSchool	Parenting & Attachment paper
11/3	Middle Childhood & Adolescence	
11/10	Adulthood	
11/17	Presentations	Lifespan paper
11/24	Presentations	
12/1	Presentations	
Week of 12/8	Developmental Portfolio due and Final Exam to be given at scheduled time	

The content of this outline are subject to change at the discretion of the professor.

Paper objectives: Each paper should address the question of what specifically is developing, as well as what are limitations to the theory. For the specific theories, the following should be addressed:

1. Piaget – identification of stage; identification of behaviors particular to stage; example of schema formation, assimilation, accommodation, and equilibration
2. Freud: identification of stage; identification of possibility to “re-work” resolution of previous stages; identification of behaviors particular to stage; formation and operation of id, ego, and superego;
3. Vygotsky: identification of culture; use of language, tools, and symbols; use of scaffolding; example of zone of proximal development; involvement of more knowledgeable other
4. Kohlberg/Gilligan: identification of moral stage; example of moral thinking and reasoning
5. Parenting: identification of parenting type; examples of behaviors to identify parenting type; discussion of results of parenting methods; relation to various family dynamics
6. Attachment: identification of attachment type; examples of behaviors; results of attachment behaviors; relation to various family dynamics
7. Lifespan paper should identify behaviors associated to all of the theories and discuss how the multiple theories compose the entirety of the individual.

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the coursesyllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

## **DEVELOPMENTAL PORTFOLIO**

The three documents of the Developmental Portfolio must follow American Psychological Association (APA) Format formatting requirements. All papers should be typed and double-spaced. Each paper should have 1 inch margins and be printed in 12pt. font. Each paper should not exceed the page limit. For those papers that require additional resources, they should be documented with citations. All assertions must be appropriately documented / referenced.

Students are encouraged to submit their paper topics to the instructor for comment before fully developing the idea. Students are also encouraged to submit drafts of their paper prior to final deadline for comment.

### **Document 1: Sociocultural Analysis**

For this assignment, describe and document a culture that you are a part of according to Vygotsky's theory.

In 5 to 8 double spaced pages, discuss how the situation demonstrates the aspects of sociocultural development.

### **Document 2: Lifespan Document**

For this assignment, assess yourself to this point in your life according to the various theories we have covered in class. In 5 to 8 double spaced pages, discuss your personal development according to Piaget, Freud, Kohlberg, Erickson, Parenting theories, and Attachment theories.

### **Document 3: Stage Analysis**

For this assignment, interview two individuals at different points in the life span. The interview should cover relevant issues or problems those persons are dealing with and should compare and contrast the stages of these individuals according to the theories of Piaget and Erickson. In 5 to 8 pages, students should discuss the interview with respect to the selected theory. Papers will be graded on the appropriateness, accuracy and depth of the application of the theory.