

*Saint Louis Christian College*  
**PED311 Human Growth and Development**  
**PROFESSOR KAREN DUFFY**

**Fall 2014**  
**3 Credit Hours**  
*PreReq: Gen Psych*

**Tuesdays/Thursdays**  
**12:00 pm – 1:15 pm**

**\*\*\*PLEASE BRING A COPY OF THE SYLLABUS TO THE FIRST CLASS\*\*\***

**MISSION STATEMENT**

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

**COURSE DESCRIPTION**

This course is a developmental analysis of human growth and development across the human life span. Attention is focused upon physical, cognitive, psychosocial, moral, and spiritual development. Socialization and interaction with family, friends, and peers is explored.

**COURSE RATIONALE**

The mission of the Division of Professional Education (under which the course falls) is to equip men and women for effective leadership ministry to serve God in the world. Effective service in the church and society is the ultimate objective of the educational process at Saint Louis Christian College. The Professional Education Division curriculum enables the student to synthesize insights from the Biblical and General Education divisions into a practical philosophy of ministry and to develop meaningful career skills.

**COURSE OBJECTIVES**

*As a result of this course study the student should be able to:*

- List key concepts about human development across the life span to compare, and be able to contrast and analyze, the major principles and predominant theories associated with this field of inquiry;
- Recognize and designate multiple models of developmental changes in physical characteristics, motor behavior, perception, language acquisition and use, cognition, concepts of self and others, culture and role identification, social constructs, personality development, sexuality development
- Identify effective strategies to enhance development;
- Explain how development is influenced by a variety of factors, including home language, ethnic background, cultural values, environment and socioeconomic status;
- Evaluate the ways in which people are influenced by their developmental stages;
- Describe key concepts in developmental psychology;
- Evaluate sources and audiences for topics in developmental psychology;
- Compare important similarities and differences amongst the lives of those in the world;
- Determine and analyze through reflection on own life span, how the factors in our environment interface with various phases and types of human development and may influence our lives and learning.

## **COURSE REQUIREMENTS**

### *Texts*

- The required textbooks for the course are:
  - ✓ Elmore, Tim. *Generation iY*; Atlanta, GA: Poet Gardener Publishing, 2012. (Prof. Duffy will supply you this book.)
  - ✓ Papalia, Diane; Olds, Sally; Fledman, Ruth. *Human Development, 12 ed.*; Boston: McGraw Hill, 2009.

### *Attendance*

- Attendance in class for the scheduled time is required.
  - ✓ Attendance is worth percentage points added to or taken from your final class average according to the following formula

<i>Absences</i>	<i>Percentage</i>
0	+2% pts.
1	+1% pt.
2	+0% pts.
3	-1% pts.
4	-2% pts.
5	-3% pts.
6	-4% pts.
7	-5% pts.

- Student with absences over 7 will be in violation of the College's 25% rule. According to the Saint Louis Christian College catalog, once a student has missed over 25% of a total course, the Academic Dean will immediately withdraw them.
- If a student arrives 15 minutes late to class or leaves earlier than the last 20 minutes of class the student will be counted absent even if he or she is in attendance for the remainder of the class session;
  - ✓ If arriving late to class (15 min +), the required assignment or test for that class period will not be accepted or given resulting in a zero for the assignment/test.

### *Anticipated Student Workload (average)*

- 6 hours per week outside of class.
  - ✓ Collegiate study formula is as follows: 3 credit hours x 2 hours of study per credit hour

## COURSE REQUIREMENTS (cont.)

### *Examinations*

- The student is required to take four (4) major examinations over course materials.
- If a situation of an extreme emergency nature arises (i.e. hospitalization of self or family member, death in the family) which hinders the student from taking the examination on the scheduled date, the student must apply to the Academic Office for permission to make up the test.
  - ✓ The appropriate form must be filed with the Academic Office *within 72 hours of the original test date*, accompanied by the stipulated fee. Completion of the form requires the approval of the professor and the Academic Dean;
  - ✓ Students who miss a test because of an approved 'walk' are exempt from the fee.

### *Reading Quizzes*

- The professor will select one of the chapter questions (listed on course schedule) at random at the beginning of class.
  - ✓ Students will have 15 minutes to answer the question to show that they read and comprehended the information in the text.
  - ✓ This quiz will take place at the beginning of the class for which the reading was assigned.
  - ✓ There aren't any make up quizzes due to absence from class.
    - If an emergency has arisen that prevents the student from missing class and thus the quiz, the student will need to make up some of the missed points of that quiz by doing the best quality work on the remaining quizzes.

## PROJECTS:

### *1. Toy Analysis (Due: September 23, 2014)*

*Visit a local toy store (downtown or one out in the mall area) to evaluate their selection of toys. Compose a 5 to 7 page paper following MLA guidelines presenting your finding and evaluation of the following:*

1. Examine the toys and create a table/chart with the headings: masculine, feminine and gender neutral. Classify the toys into these categories. Include at least 30 toys/games/puzzles. Analyze and comment on your findings. (20 pts.)
2. Determine whether toys that encourage violence are based on TV or movies. List your findings (column or table format). Analyze and comment on your findings. (10 pts.)
3. Analyze how many of the toys promote pro-social behavior. Describe and comments on your findings, providing examples. (10 pts.)
4. Compare the "masculine" and "feminine" toys. Describe and comment on the differences in their emphasis.
  - a. Example: If masculine toys emphasize violence and feminine toys promote quiet, home-based play.

5. Describe and analyze how the toys are displayed. Are the "masculine" toys and the "feminine" toys next to each other? (10 pts.)
6. Analyze and determine if the toys represent a variety of cultures and ethnicities. Describe your findings and give examples. (10 pts.)
7. What "grade" would you give these toys? Defend your rationale. (10 pts.)
8. Do you agree with the age recommendations listed on the toys/games/puzzles? Explain your reasoning and provide examples to support your opinion (referring also to the text for support about children's developmental levels). (10 pts.)
9. Personal reflection: What did you learn about children's toys by doing this assignment? (20 pts.)

## 2. Observation Project

- Choose *one* of the following to complete:

a. Observation "A": 2-6 Year Old Children (Due: October 21, 2014)

*Observe children aged 2-6 in their natural environment (e.g. home, daycare, playground, library). After completion of observation, construct a typed 6 to 8 page narrative summary of your analysis following MLA guidelines. Use 12 pt. Bookman font only.*

1. Obtain permission from the children's parent or teacher (unless you are in a public area, such as a playground, library or other public forum). Be sure to tell them that the purpose of the observation is for a course assignment, that you will not be testing the children in any way. Explain that you merely want to observe children in a normal situation.
2. Arrange a time when you can observe. Plan at least 45 minutes of observation. During this time, do nothing but observe (and take notes). You must be free to be in the background and cannot be responsible for the children during the observation.
3. Put yourself in as unobtrusive a place as possible. Move around as the children move. Do not invite any kind of contact with the children; do not make eye contact with the children; do not smile; and do not talk except when the children talk directly to you, in which case say you are busy and will play later.
4. For one hour try to write down everything the children do. Write down speech (if you understand it), describe movements, and behaviors. Describe *only* what you see and hear, free of evaluation and intent.

*When you have completed the observation, reread what you wrote and consider the following questions in your analysis:*

*Observation guide and questions:*

1. Did you manage to keep all description of intent out of your record? Were you able to remain objective? (comment on your experience and level of success with trying to do this)
2. Since you probably could not write down everything that the children did and said, think about what you left out, and add any additional notes to your observation notes.

3. Did you find that you paid more attention to some aspects of behavior than others, such as listening to language, rather than noting physical movements?
4. What would such bias do to the kind of information you could obtain from your narrative?
5. What do you think were the effects of your presence on the children?
6. Note the children's ages, describe their physical appearance, and describe the setting in which you observed.
7. Refer to the milestone chart and describe the motor development of the children you observed. List the specific skills.
8. Describe specific examples of cognitive development through the play activities you observed in the children.
9. Describe evidence of the development of theory of mind that you observed in the children.
10. Describe evidence of language development in the children as far as is possible, given that you probably couldn't understand much of what they said. List specific examples.
11. Note whether or not you observed any private speech with any of the children. Give examples.
12. What characteristic patterns of friendship did you observe in the children?

b. Observation "B": Adolescents (Due: October 28, 2014)

*For this observation assignment you will observe a group of adolescents in a social environment (e.g. a mall, school grounds, church or activity center). After completion of observation, construct a typed 6 to 8 page narrative summary of your analysis following MLA guidelines. Use 12 pt. Bookman font only.*

1. Your observation of some individuals may be brief as you are observing subjects who are unaware of your assignment objectives. In the event that the group you are observing leaves the area, be prepared to observe another group. Plan to base your observation on at least 45 minutes of observation notes.
2. Try to write down as much as you can about what you're observing while remaining as unobtrusive as possible. Describe only what you see and hear, free of evaluation and intent.
3. Include in your summary/analysis the estimated age of the adolescents you observed, a description of them, and a description of the setting.
4. When you have completed the observation, reread what you wrote and consider the following questions in writing a developmental analysis. Include reference to the text when describing and analyzing developmental concepts and theories.

*Observation guide and questions:*

1. What did you notice about the physical development of the adolescents you observed? What range of development did you see?
2. The text describes "sensation seeking" in relation to risky behaviors. If you could hear and understand dialogue, did you notice any references to, or discussion of behaviors you would consider to be sensation seeking?

3. Did it appear that any of the adolescents were "together" in terms of dating? What did you notice about their interactions? (if applicable) Were any of the adolescents smoking or using other chemicals?
4. Identify whether the group you were observing was a clique or a crowd (and explain your reasons for your conclusion). What else did you notice about the peer group structure?
5. Did any of the adolescents engage in any form of, or discussion of, antisocial behaviors?
6. What else did you notice during your observation that is important to include in your analysis?

### **3. Developmental Life Story** (*Due: November 18, 2014*)

- This final paper is *your* "Life Story" from a developmental perspective.
  - ✓ In this version of your life story, you **must include the theories, concepts, and behaviors for each life stage** that are described in the textbook.
  - ✓ Please follow the outline below, giving each of the six sections a heading.
- Within each section you may organize your paper as you wish, but make sure that you address **each** area (taking into consideration that your parent(s) may not be able to or willing to share information on all questions) and that you follow a clear organizational structure.
  - ✓ Feel free to add to the following outline as you tell your story.
- Papers that do an adequate job of covering the outline are generally a minimum of 10-12 pages following the MLA guidelines.
  - ✓ Use 12 pt. Bookman font only.
  - ✓
- If you have any photographs of yourself and other people and aspects of your life that you would like to use to illustrate your story, you are welcome to use these but will not count as part of the paper length.

#### ***Paper guidelines & outline:***

##### **Stage 1: Prenatal**

1. How does/do your parent(s) describe your prenatal development? What was your mother's pregnancy like?
2. Describe yourself at birth (weight, length, hair, anything else you can find out about your appearance at birth). Also: medical interventions, any complications, where you were born, who was there, what your birth was like.
3. Did your mother use drugs to relieve labor pain?
4. How were you described as a newborn? Sleep patterns? Family's adjustment to you?

**Stage 2: 0 - 2 years**

1. Who took care of you? Did you stay at home? Did you attend childcare? (Describe details)
2. Describe your motor and language development.
3. Referring to Chomsky's idea that innate ability and rich linguistic and social environment combine to promote language development, describe your environment and how it could have contributed to your language development.
4. Discuss your development of attachment using the four attachment patterns.
5. Describe your temperament.
6. Refer to Erikson's theory in describing the way you were parented.

**Stage 3: 2-6 years**

1. Describe your growth during this time. What was your general health like? Describe your motor development.
2. Use Piaget's theory as a framework, describe your thinking and playing.
3. Use Vigotsky's social-cultural theory and describe your language and your schooling during this stage.
4. Describe the formation of your gender identity. Do you remember when you realized you were a boy/girl?
5. Discuss your caregivers' child rearing styles.
6. Who did you play with? What were you like to play with?
7. Did you suck your thumb/nook or have a favorite "blankie?" When did you give these things up? Was it traumatic for you?

**Stage 4: 6 - 11 years**

1. Describe your health, motor development and play at this stage.
2. What kind of student were you? Was school a positive experience during this time?
3. Describe how you used information processing at school.
4. Refer to your resolution of Erikson's stage of inferiority.
5. Describe your friendships and your category of peer acceptance.
6. Describe family influences on your development (parent(s), siblings and/or other relevant family members).
7. What do you remember most about this time?

**Stage 5: Adolescence**

1. Describe your experiences of puberty and the effects that it has on your life.
2. Describe how your experiences fit into Erikson's theory of Identity vs. Identity confusion.
3. Describe your adolescent identity status according to James Marcia's theory.
4. Refer to the imaginary audience and personal fable during your adolescence. Describe an example of how this manifested itself in your life.
5. Describe and comment on the influence of your peer group.
6. Did you experiment with drinking/smoking/other drugs? What types of intervention occurred as a result (if any)?

## **Stage 6: Early Adulthood**

1. In what ways have your body and mind changes since you were younger?
2. How do you expect them to change as you get older?
3. How has attending college affected your life, and what difference do you think it will make in your future?

## **COURSE POLICIES**

### ***Dishonesty***

- Any cheating or plagiarism will result in a grade of 'F' or 'Zero' being given for the assignment on which it is found and possible withdrawal from the course.

### ***Extra Credit***

- The professor does not offer extra credit work.

### ***Modification of Course Schedule***

- The professor reserves the right to modify this course plan by changing topics, due dates, or even assignments as long as it does not *add* to the students' workload.

### ***Disabilities***

- In compliance with *Americans with Disabilities Act (ADA)* as amended and *Section 504 of the Rehabilitation Act (§504)*, student's that have a diagnosed disability and need accommodations are asked to please make the professor aware of the nature of the disability privately.
  - ✓ Please see the Coordinator of 504 Services (Prof. Duffy) so that appropriate accommodations can be made.
  - ✓ *This document is available in alternative format upon request.*

### ***Technology: Use of Laptops, IPADs, and Other Electronic Devices***

- Students should not use cell phones, pagers, PDAs, or similar communication devices during class.
  - ✓ Such devices must be silenced (including vibration mode) or turned off and not be taken out during class
- Laptops (or any wireless computers or similar electronic devices) may *not* be used in the class.
  - ✓ Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their 504 Accommodation Plan.
  - ✓ If you have a 504 and prefer anonymity, I will provide you with a copy of my notes.
- Electronic audio or video recording of the classroom environment is prohibited unless specified in a 504 Accommodations document or permission is given by the professor prior to recording.



## **COURSE ASSESSMENT (EVALUATION)**

### *Quality of Work*

- All work must be typed, no exceptions.
- Use 12-point Bookman for all printed materials. (All fonts are *not* the same!)
- Produce papers according to MLA specifications.
  - ✓ Submit copies of EVERY source used in the paper. The source is to be underlined or highlighted on each copy. The student writes the author's name and title of the book on each copy. *The paper will not be graded without the copies.*
  - ✓ Direct quotes are limited to two per page of text with an additional 3 source referencing per page.
  - ✓ Grammar, spelling and punctuation will impact the assignment's grade.
- Remember this is a college and the student's work should reflect this level in its attention to detail and quality.

### *The Hundred*

- High quality writing in all assignments is expected.
- You are strongly encouraged to seek help from The Hundred for editing, research, preparation for exams, etc.

### *Late Policy*

- Assignments and papers will be accepted the day they are due.
  - ✓ Assignments may be turned in ONE week day late but final grade on the late assignment will be reduced by 30% for lateness.
  - ✓ Assignments will not be accepted beyond the one late day for any reason.
  - ✓ If an emergency has arisen that prevents a student from turning an assignment in on time, the student will need to make up some of the missed points of that assignment by doing the best quality work on the remaining assignments.
- At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, printer is out of ink, a server will go down, or something else will occur. These are facts of life, *and do not constitute an emergency.*
  - ✓ Sadly, technological related excuses ("my printer died," "ran out of ink," etc.) will not be accepted under any circumstances;
  - ✓ Always make back-ups of various stages of your work;
  - ✓ Most importantly, plan ahead so that you will have time to use the on-campus computers and printers if necessary

## **COURSE ASSESSMENT (cont.)**

### ***Electronic Submissions***

- Electronic submissions are not accepted unless specified by professor.

### ***Class and Official Correspondence Medium***

- All official course and college correspondence with students will be through the student's *SLCC email account*, not their personal account.

### ***Course Grading***

- The student's final grade will be determined according to the following point values:

Contract:	20 pts.
Readings Quizzes (20 pts. each x 19)	380 pts.
Exams (5 x 100 pts. each)	500 pts.
Toy Analysis	100 pts.
Observation Project	150 pts.
Development Life Story	<u>150 pts.</u>
	1300 total pts.

### ***Anticipated Student Workload (average)***

- 6 hours per week outside of class
- Collegiate study formula is as follows: 3 credit hours x 2 hours of study per credit hour = 6 hours

### ***Class and Official Correspondence***

All official course and college correspondence with students will be through their SLCC email account

## **CONTACT INFORMATION**

- ***E-Mail***
  - ✓ KDuffy @slcconline.edu
- ***Office Phone***
  - ✓ 314-837-6777 x 1521
- ***Cell Phone***
  - ✓ 314-691-1985
- ***Office Location***
  - ✓ Upstairs!
    - Take a Right at top of stairs. I am at the end of the hall!
    - Please see my schedule on my office door. It is best to make an appointment since my teaching load is extremely heavy this semester.

# Human Growth and Development Contract

*Read the statements below. If you agree to statements, print your name, sign your name, and date it.  
Return this page to Prof. Duffy no later than the 3rd class day.*

1. I have read the Fall '14 SLCC syllabus for PED 311: Human Growth and Development which is taught by Prof. Duffy.
2. I understand the contents of the syllabus and agree to abide by its' terms.
3. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I pledge to maintain a high level of respect and integrity as a student representing Jesus Christ and his teachings and Saint Louis Christian College. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I will not lie, cheat, plagiarize, steal or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to the professor. I make this pledge in the spirit of honor and trust as demonstrated by Jesus Christ.
3. Furthermore, I understand that this serves as a contract for both the student and the professor; and that I will receive 20 points for turning this in by the third class period.

Your printed name: \_\_\_\_\_

Your signature: \_\_\_\_\_ Date: \_\_\_\_\_

Professor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BIBLIOGRAPHY

## Journals/Periodicals Related to Human Development

- ☐ AARP Bulletin
- ☐ Aging America
- ☐ Aging and Mental Health
- ☐ American Journal of Hospice and Palliative Care
- ☐ American Journal of Public Health
- ☐ American Psychologist
- ☐ Alzheimer's Association
- ☐ BMC pregnancy and childbirth
- ☐ Brain
- ☐ British Journal of Developmental Psychology
- ☐ Child Abuse and Neglect
- ☐ Child Abuse Review
- ☐ Child and Adolescent Psychiatry and mental Health
- ☐ Child and Adolescent Social Work Journal
- ☐ Child and Family Behavior Therapy
- ☐ Child and Family Social Work
- ☐ Child and Youth Services
- ☐ Child Care, Health, and Development
- ☐ Child Development
- ☐ Child Life
- ☐ Child Psychiatry and Human Development
- ☐ Child Study Journal
- ☐ Child Welfare
- ☐ Childhood Education
- ☐ Childhoods Today
- ☐ Children
- ☐ Children and Society
- ☐ Children Now
- ☐ Clinical Child and Family Psychology Review
- ☐ Clinical Child Psychology and Psychiatry
- ☐ Cognitive Development
- ☐ Contemporary Issues in Early Childhood
- ☐ Criminal Behavior and Mental Health
- ☐ Development and Psychopathology
- ☐ Developmental Disabilities Bulletin
- ☐ Developmental Neuropsychology
- ☐ Developmental Psychology
- ☐ Developmental Review
- ☐ Developmental Science
- ☐ Early Child Development and Care
- ☐ Early Childhood Education Journal
- ☐ Early Childhood Research and Practice
- ☐ Early Childhood Research Quarterly
- ☐ Early Childhood Years
- ☐ Early Development and Parenting
- ☐ Early Education and Development
- ☐ Early Human Development
- ☐ Educational Gerontology
- ☐ Exceptional Children

- ☐ Families in Society
- ☐ Family Advocate
- ☐ Family Process
- ☐ Family Relations
- ☐ Family Science Review
- ☐ Future of Children
- ☐ Generations
- ☐ Genetic Epistemologist
- ☐ Geriatrics
- ☐ Gerontologist
- ☐ Harvard Educational Review
- ☐ Human Development
- ☐ Human Reproduction
- ☐ Identity
- ☐ Infancy
- ☐ Infant and Child Development Journal
- ☐ Infant Behavior and Development
- ☐ Infant Mental Health Journal
- ☐ Infants and Young Children
- ☐ Innovations
- ☐ International Journal of Aging & Human Development
- ☐ International Journal of Behavioral Development
- ☐ International Journal of Childbirth Education
- ☐ International Journal of Children's Rights
- ☐ International Journal of Disability, Development, and Education
- ☐ International Journal of Obesity
- ☐ Issues in Ethics
- ☐ Journal of Abnormal Child Psychology
- ☐ Journal of Adolescence
- ☐ Journal of Adolescent Research
- ☐ Journal of Adult Development
- ☐ Journal of Aging and Health
- ☐ Journal of Applied Gerontology
- ☐ Journal of Attention Disorders
- ☐ Journal of Autism & Developmental Disorders
- ☐ Journal of Child and Family Studies
- ☐ Journal of Child Custody
- ☐ Journal of Child Language
- ☐ Journal of Child Psychology and Psychiatry
- ☐ Journal of Child Sexual Abuse
- ☐ Journal of Children and Poverty
- ☐ Journal of Clinical Child Psychology
- ☐ Journal of Cognition and Development
- ☐ Journal of Developmental & Behavioral Pediatrics
- ☐ Journal of Developmental & Physical Disabilities
- ☐ Journal of Early Adolescence
- ☐ Journal of Educational Psychology
- ☐ Journal of Experimental Child Psychology
- ☐ Journal of Family Issues
- ☐ Journal of Family Psychology

- ☐ Journal of Family Violence
- ☐ Journal of Gerontology
- ☐ Journal of Human Development
- ☐ Journal of Intellectual and Developmental Disabilities
- ☐ Journal of Learning Disabilities
- ☐ Journal of Marriage and Family
- ☐ Journal of Nutrition for the Elderly
- ☐ Journal of Pediatric Child Health
- ☐ Journal of Pediatric Psychology
- ☐ Journal of Prenatal & Prenatal Psychology and Health
- ☐ Journal of Reproductive and Infant Psychology
- ☐ Journal of Research in Childhood Education
- ☐ Journal of Research on Adolescence
- ☐ Journal of the American Academy of Child Psychiatry
- ☐ Journal of Youth and Adolescence
- ☐ Journal on Developmental Disabilities
- ☐ Learning Disabilities Research and Practice
- ☐ Maternal and Child Health Journal
- ☐ Measurement and Evaluation in Counseling and Development
- ☐ Mental Retardation
- ☐ Mental Retardation and Developmental Disabilities Research Reviews
- ☐ Modern Maturity
- ☐ Monographs of the Society for Research in Child Development
- ☐ New Directions for Child Development
- ☐ Pediatric Research
- ☐ Pediatrics
- ☐ Perspective on Aging
- ☐ Pre- & Perinatal Psychology Journal
- ☐ Psychological Bulletin
- ☐ Psychology & Aging
- ☐ Psychology and Aging
- ☐ PsycSCAN: Developmental Psychology
- ☐ PsycSCAN: Learning Disorders and Mental Retardation
- ☐ Research on Aging
- ☐ Research on Language and Social Interaction
- ☐ School Psychology Review
- ☐ Social Development
- ☐ Society for Research in Child Development
- ☐ Teaching Exceptional Children
- ☐ The Journal of Early Adolescence
- ☐ Topics in Geriatric Rehabilitation
- ☐ Young Children

**Empirical/Research-based Scholarly Journal Articles**

Agarwal, A., & Lynskey, M. T. (2006). The genetic epidemiology of cannabis use, abuse and dependence. *Addiction, 101*, 801-812.

Artar, M. (2007). Adolescent egocentrism and theory of mind: In the context of family relations. *Social behavior and personality, 35*(9), 1211-1220.

Bostik, K., Everall, R., & Paulson, B. (2005). I'm sick of being me: Development Themes in a suicidal adolescent. *Adolescence, 40*(160), 693-708.

Bucx, F., & van Wel, F. (2008). Parental bond and life course transitions from adolescence to young adulthood. *Adolescence, 43*(169), 71-88.

Bynum, M. S., & Kotchick, B. A. (2006). Mother-adolescent relationship quality and autonomy as predictors of psychosocial adjustment among African American adolescents. *Journal of Child and Family Studies, 15*, 529-542.

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Carlson, L., & Tanner, J. Jr., (2006). Understanding parental beliefs and attitudes about children's sexual behavior: insights from parental style. *The Journal of Consumer Affairs, 40*, 144-162.

Chandra, A., Martino, S., Collins, R., Elliott, M., Berry, S., Kanouse, D., & Miu, A. (2008). Does watching sex on television predict teen pregnancy? *Pediatrics, 122*, 1047-1054.

Comboy, B. T., Sommerville, J. A., & Kuhl, P. K. (2008). Cognitive control factors in speech perception at 11 months. *Developmental Psychology, 44*, 1505-1512.

Cramer, P. (2007). Longitudinal study of defense mechanisms: Late childhood to late adolescence. *Journal of Personality, 75*(1), 1-23. Retrieved November 17, 2008, from doi:10.1111/j.1467-6494.2006.00430.x

Day, N. L., Goldschmidt, L., & Thomas, C. A. (2006). Prenatal marijuana exposure contributes to the prediction of marijuana use at age 14. *Addiction, 101*, 1313-1322.

Denehy, J. (2007). Education about sexuality: Are we preparing our youth for today's realities? *The Journal of School Nursing, 23*(5), 245-246.

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*, 349- 371.

Doss, J. R., Vesely, S. K., Oman, R. F., Aspy, C. B., Tolma, E., Rodine, S., & Marshall, L. (2007). A matched case control study: Investigating the relationship between youth assets and sexual intercourse among 13- to 14-year-olds. *Child: Care, Health and Development, 33*, 40-44.

- Dunn, M. S., Ilapogu, V., Taylor, L., Naney, C., Blackwell, R., Wilder, R., et al. (2008). Self-reported substance use and sexual behaviors among adolescents in a rural state. *Journal of School Health*, 78, 587-593.
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### **Professional Sites and Organizations**

- ☐ Administration on Aging
- ☐ Administrations for Children & Families
- ☐ Aging Stats
- ☐ Alternatives to Marriage Project
- ☐ Alzheimer's Association
- ☐ American Academy of Pediatrics
- ☐ American Association of Retired Persons
- ☐ American Obesity Association
- ☐ American Psychological Association
- ☐ American Speech-Language-Hearing Association
- ☐ American Society on Aging
- ☐ AutismSpeaks
- ☐ Census Bureau
- ☐ Center for Law and Social Policy
- ☐ Centers for Disease Control and Prevention
- ☐ Child and Family WebGuide
- ☐ Child Trends Data Bank
- ☐ Child Welfare Information Gateway
- ☐ Child Welfare League of America
- ☐ Children and Adults with Attention Deficit/Hyperactive Disorder
- ☐ Divorce Central

- ☐ Divorce Net
- ☐ Facts for Families
- ☐ Family and Youth Services Bureau
- ☐ Fatherhood
- ☐ Future of Children
- ☐ Harvard Family Research Project
- ☐ Harvard Project Zero
- ☐ Informed Parent From the Pediatric Medical Center, California
- ☐ Journal of Extension
- ☐ La Leche League International
- ☐ Learning Disabilities Association of America
- ☐ Literary Mama
- ☐ Love and Logic
- ☐ March of Dimes
- ☐ Medline Plus
- ☐ My Pyramid
- ☐ National Academy for Child Development
- ☐ National Association for Education of Young Children
- ☐ National Center for Children in Poverty
- ☐ National Center for Health Statistics
- ☐ National Council on Aging
- ☐ National Fatherhood Initiative
- ☐ National Institute of Child Health and Human Development
- ☐ National Institutes of Health
- ☐ National Marriage Project
- ☐ National Network for Child Care
- ☐ National Sleep Foundation
- ☐ NYU: Center for Brain Health
- ☐ Parent News
- ☐ Peristats
- ☐ Social Gerontology and Aging Revolution
- ☐ Society for Research in Child Development
- ☐ Stepfamily Association of America
- ☐ Talaris Institute
- ☐ Teen Pregnancy
- ☐ Teratology Society
- ☐ The Brazelton Institute
- ☐ The Endowment for Human Development
- ☐ The Human Genome Project
- ☐ U.S. Census Bureau
- ☐ U.S. Department of Health & Human Services (sponsored)
- ☐ UNICEF
- ☐ WebMD
- ☐ Working Mother
- ☐ World Health Organization
- ☐ Zero To Three

*Saint Louis Christian College*  
**PED 311 HUMAN GROWTH AND DEVELOPMENT**

Prof. Karen Duffy  
Fall 2014

Tuesdays/Thursdays  
12:00 pm - 1:15 pm

**COURSE SCHEDULE**

All reading noted is from required texts

***August***

19: Intro to Class

21: The Study of Human Development  
Read: Chapters 1 & 2

*Chapter 1- The Study of Human Development*

- *What is human development and how has its study evolved?*
- *What do developmental scientists study?*
- *What kinds of influences make one person different from another?*
- *What are seven principles of the life-span developmental approach?*

*Chapter 2- Theory and Research*

- *What purposes do theories serve, and what are two basic theoretical issues on which developmental scientists differ?*
- *What are five theoretical perspectives on human development, and what are some theories representative of each?*
- *How do developmental scientists study people, and what are some advantages and disadvantages of each research method?*
- *What ethical problems may arise in research on humans?*

26: Forming a New Life  
Read: Chapter 3

*Chapter 3- Forming a New Life*

- *What causes multiple births?*
- *How does heredity operate in determining sex and transmitting normal and abnormal traits?*
- *How do scientists study the relative influences of heredity and environment, and how do heredity and environment work together?*
- *What are the three stages of prenatal development, and what happens during each stage?*
- *What environmental influences can affect prenatal development?*

- 28: Birth to Three Years: Physical Development  
Read: Chapter 4

*Chapter 4- Birth and Physical Development during the First Three Years*

- *How has childbirth changed in developed countries?*
- *How does labor begin, what happens during each of the three states of childbirth, and what alternative methods of delivery are available?*
- *How do newborn infants adjust to life outside the womb, and how can we tell whether a new baby is healthy and is developing normally?*
- *What complications of childbirth can endanger newborn babies, and what are the prospects for infants with complicated births?*

**September**

- 02: Birth to Three Years: Cognitive and Psychosocial Development  
Read: Chapters 5 and 6

*Chapter 5- Cognitive Development during the First Three Years*

- *What are six approaches to the study of cognitive development?*
- *How did Piaget explain early cognitive development?*
- *How can we measure infants' ability to process information, and when do infants begin to understand characteristics of the physical world?*
- *How does social interaction with adults advance cognitive competence?*

*Chapter 6- Psychosocial Development during the First Three Years*

- *When and how do emotions develop, and how do babies show them?*
- *What roles do mothers and father play in early personality development?*
- *When and how do gender differences appear?*
- *When and how does the sense of self arise, and how do toddlers exercise autonomy and develop standards for socially acceptable behavior?*
- *What are the causes and consequences of child abuse and neglect, and what can be done about them?*

- 04: **Exam 1**

- 09: Early Childhood: Physical and Cognitive Development  
Read: Chapter 7

*Chapter 7- Physical and Cognitive Development in Early Childhood*

- *What are the major health and safety risks for young children?*
- *What memory abilities expand in early childhood?*
- *How is preschoolers' intelligence measured, and what are some influences on it?*
- *How does language improve during early childhood, and what happens when its development is delayed?*



**September**

11: No Class

16: Early Childhood: Psychosocial Development  
Read: Chapter 8

*Chapter 8- Psychosocial Development in Early Childhood*

- *How does the self-concept develop during early childhood, and how do children show self-esteem, emotional growth, and initiative?*
- *How do preschoolers play, and how does play contribute to and reflect development?*
- *How do parenting practices influence development?*
- *Why do young children help or hurt others, and why do they develop fears?*

18: Middle Childhood: Physical and Cognitive Development  
Read: Chapter 9

*Chapter 9 – Physical and Cognitive Development in Middle Childhood*

- *How do school-age children's thinking and moral reasoning differ from those of younger children?*
- *What advances in memory and other information-processing skills occur during middle childhood?*
- *How do communicative abilities expand during middle childhood, and how do children best learn a second language?*
- *How do children adjust to school, and what influences school achievement?*
- *How do schools meet special needs?*

23: **Toy Analysis Due**  
Middle Childhood: Psychosocial Development  
Read: Chapter 10

*Chapter 10- Psychosocial Development in Middle Childhood*

- *How do school-age children develop a healthy, realistic self-concept, and how do they show emotional growth?*
- *How do parent-child relationships change in middle childhood, and how do family atmosphere and family structure influence children's well-being?*
- *How do relationships with peers change in middle childhood, and what influences affect popularity and choice of friends?*
- *What are the most common forms of aggressive behavior in middle childhood, and what influences contribute to such behavior?*
- *What emotional disorders may develop in childhood and how are they treated?*

25: **Exam 2**

- 30: Adolescence: Physical Development  
Read: Chapter 11

*Chapter 11- Physical and Cognitive Development in Adolescence*

- *What physical changes do adolescents experience, and how do these changes affect them psychologically?*
- *What are some common health problems in adolescence, and how can they be prevented?*
- *How do adolescents' thinking and use of language differ from younger children's?*
- *On what basis do adolescents make moral judgments?*

**October**

- 02: No Class

- 07: Adolescence: Cognitive Development

- 09: Adolescence: Psychosocial Development  
Read: Chapter 12

*Chapter 12- Psychosocial Development in Adolescence*

- *How do adolescents form an identity, and what roles do gender and ethnicity play?*
- *How do adolescents relate to parents, siblings, and peers?*
- *What are the root causes of antisocial behavior and juvenile delinquency, and what can be done to reduce these risks of adolescence?*

- 14: Young Adulthood: Physical and Cognitive Development  
Read: Chapter 13

*Chapter 13- Physical and Cognitive Development in Emerging and Young Adulthood*

- *What does it mean to be an adult, and what factors affect the timing of entrance to adulthood?*
- *What is distinctive about adult thought?*
- *How does moral reasoning develop?*
- *How do emerging adults make the transitions to higher education and work, and how do these experiences affect cognitive development?*

- 16: No Class

- 21: **Observation "A" Project Due**

Young Adulthood: Psychosocial Development  
Read: Chapter 14

*Chapter 14- Psychosocial Development in Emerging and Young Adulthood*

- *Does personality change during adulthood, and, if so, how?*

- *How is intimacy expressed in friendship and love?*
- *When and why do young adults choose to remain single, for gay or lesbian relationships, cohabit, or marry, and how satisfying and stable are those lifestyles?*
- *When do most adults become parents, and how does parenthood affect a marriage?*
- *What are the trends in divorce rates, and how do young adults adjust to divorce, remarriage, and step-parenthood?*

23: **Exam 3**

28: **Observation “B” Project Due**

Middle Adulthood: Physical and Cognitive Development

Read: Chapter 15

*Chapter 15- Physical and Cognitive Development in Middle Adulthood*

- *What are the distinguishing features of middle age?*
- *What factors affect physical and mental health at midlife?*
- *What cognitive gains and losses occur during middle age?*
- *Do mature adults think differently than younger people do?*

30: Middle Adulthood: Psychosocial Development

Read: Chapter 16

*Chapter 16- Psychosocial Development in Middle Adulthood*

- *What do theorists have to say about psychosocial change in middle age?*
- *What role do social relationships play in the lives of middle-aged people?*
- *How do marriages, cohabitations, gay and lesbian relationships, and friendships fare during the middle years, and how common is divorce at this time of life?*
- *How do parent-child relationships change as children approach and reach adulthood?*
- *How do middle-aged people get along with parents and siblings?*

**November**

04: Late Adulthood: Physical and Cognitive Development

Read: Chapter 17

Read: *Generation iY* Chapter 1

*Chapter 17- Physical and Cognitive Development in Late Adulthood*

- *How is today's older population changing?*
- *How has life expectancy changed, what causes aging, and what possibilities exist for extending the life span?*
- *What health problems are common in late adulthood, what factors influence health, and what mental and behavioral problems do some older people experience?*

**November**

- 06: Late Adulthood: Psychosocial Development  
Read: Chapter 18  
Read: *Generation iY* Chapter 2

*Chapter 18- Psychosocial Development in Late Adulthood*

- Does personality change in old age, and what special issues and tasks do older people face?
- How do personal relationships change in old age, and what is their effect on well-being?
- What are the characteristics of long-term marriages in late life, and what impact do widowhood, divorce, and remarriage have at this time?
- How do older adults get along with- or without- grown children and with siblings, and how do they adjust to great-grandparenthood?

- 11: The End of Earthly Life  
Read: Chapter 19  
Read: *Generation iY* Chapter 3

*Chapter 19- Dealing with Death and Bereavement*

- How do people deal with dying, and how do they grieve for a loss?
- What special challenges are involved in surviving a spouse, a parent, or a child, or in mourning a miscarriage?
- How can people overcome fear of dying and come to terms with death?

- 13: **Exam 4**

- 18: **Developmental Life Story Due**

Generational Culture: Your Grandparents and Parents  
Read: *Generation iY* Chapters 4 and 5

- 20: Generational Culture: Your Generation  
Read: *Generation iY* Chapters 6 and 7

- 25 & 27: *No Class*

**December**

- 02: Generational Expectations  
Read: *Generation iY* Chapters 8 and 9
- 04: iY-HELP!  
Read: *Generation iY* Chapters 10, 11, 12
- 11?: **Final**