



## **Professional Education Unit**

Department of Foundational and Graduate Studies  
Advanced Human Growth and Development (online)  
EDF 610 (301)  
Fall 2011

**Instructor:** Lola Aagaard, PhD.

**Home phone:** 606-784-4920 (has answering machine)

**Cell Phone:** 606-776-2467 (has voice mail and texting; it works even when I'm home)

**Office phone:** 606-783-2531 (has voice mail)

**Office location:** Ginger Hall, 504A (enter through 503, then all the way down the hall, next to last door on the left. Or, stay in the outer hallway past 503 and knock on the door marked B504 – my name is on it.)

**E-mail:** l.aagaard@morehead-st.edu

Students may call me at home any time after 6:30 a.m. and before 9:30 p.m., except for the hours between sundown Friday night and sundown Saturday night. I will check my e-mail at least twice a day and respond as soon as possible, except for the 24-hour period of Friday night to Saturday night. (I keep Saturday as a Sabbath and do not do any university work during that time.)

**Contacting the Instructor:** The best way to get hold of me is probably by cell phone or e-mail – I return messages ASAP after I read them and I check my e-mail many times throughout the day.

If you need to talk to me in person, always call my cell phone first, as it is with me all the time. However, sometimes it's turned off, so leave a voice mail or text, then to hedge your bets, call one of the other numbers and leave another message! I'm very responsive to voice mail messages, so I will get back to you. If you would like to meet with me in my office, send me an e-mail or give me a call to make an appointment.

I will usually be in the office during the following hours unless I'm out of town for the day or something else came up. If you want to drop by in person, please e-mail or call first to make sure I'm in town that day so you won't make a long drive for nothing. I can arrange to be in the office other times, too, without any problem – just let me know what is most convenient for you.

Monday and Wednesday – 11:15 a.m. – 12:30 p.m.; 2:45-4:00 p.m.

Tuesday and Thursday – 1:00-4:00 p.m.

Friday – by appointment

**Catalogue Description:** Developmental processes throughout the lifespan. Application of principles of development, research findings, and theory of human behavior.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**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 need 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.
- 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 (SLO’s):** At the conclusion of this course students will:

1. Have gained further understanding of human development from infancy through old age.
2. Be able to apply the theories of human development to real world situations (classrooms, families, workplace, or communities).
3. Be aware of how developmental theories relate to initiatives of various education reform movements.
4. Be able to employ APA style citation and referencing of sources.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>EDF 610 Advanced Human Growth and Development</b>						
<b>Aligned with Assessment (percentage of grade)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Core Academic Standards (KCAS)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>Counselor Standards</b>	<b>ISLLC Standards</b>	<b>NCATE</b>
<p><b>Completed Research Paper (topic, rough draft, final draft, reference list, and highlighted source material) (30%)</b></p> <p><b>CFO: 1, 2, 4*, 5*</b> <b>SLO: 1, 2, 3*, 4</b></p> <p>*Depending on the topic of the research</p>	2, 3, 5, 6, 7	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity*, assessment*, literacy*, achievement gap*, technology  *Depending on the topic of the research	1, 2, 8	1.1, 1.2, 2.1	1, 3, 4
<p><b>Quizzes (including plagiarism tutorial) and Discussion Board forums, (30%)</b></p> <p><b>CFO: 1</b> <b>SLO: 1-3</b></p>	2, 5, 6, 7	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity*, assessment*, literacy*, achievement gap*, technology  *Depending on the topic of the forum assignment	1	2.1	1, 3, 4
<b>Exams</b>	1, 2	1.2-1.16;	Diversity,	1	2.1	1

<p>(40%)</p> <p><b>CFO: 1</b></p> <p><b>SLO: 1-3</b></p>		<p>2.1-2.6; 2.7, 2.8, 2.12; 2.14- 2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1- 3.7; 4.1- 6.3</p>	<p>assessment, literacy, achievement gap, technology</p>			
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**Assignment Descriptions:**

<b>EDF 610 Advanced Human Growth and Development</b>	
<b>Assessment (percentage of grade)</b>	<b>Description</b>
<p><b>Final research paper</b> (30%)</p>	<p>Students will write a paper (at least 5 double-spaced typed pages – 1 inch margins, 12 point Times New Roman font) describing how developmental theory relates to children, adolescents, or adults of their acquaintance. There are three deadlines associated with the paper (see the schedule at the end of the syllabus):</p> <ul style="list-style-type: none"> <li>a. paper topic;</li> <li>b. rough draft of first two pages of paper; if no rough draft is turned in, then the earned score on the final paper will be reduced 20 percent.</li> <li>c. final paper.</li> </ul> <p>In the paper, students are to briefly describe a theory or a family of theories that have given them insight into the behavior of people, citing <i>professional</i> sources only. Was there a theory or two that seemed to apply to people you are acquainted with and helped you understand something about their behavior and performance, and perhaps how to meet their needs better? Did you try doing something different with these people based on your knowledge of that developmental theory and with what results? How do you see these theories at work in the people that you are observing? You will need to explain the theory and illustrate it with personal examples from your own life or from the lives of people you know.</p> <p>Only <i>professional</i> references (at least five), such as journal articles, research papers presented at meetings, dissertations, or masters theses should be cited in the paper, as well as real-world examples (home, work, school) of what you have observed. Good sources for professional literature are the</p>

	<p>following databases: ERIC, PsychInfo, EBSCO Academic Search Premier, Education Index, or Scholar Google. Professional literature does NOT include news magazines such as <i>Time</i>, newspapers, nor commercial magazines such as <i>Parenting</i>. <b><u>A professional article contains citations to other literature and has a reference list at the end. NO textbook can be used in any way as a source for this paper.</u></b> The text citations and reference list in the papers submitted by candidates <u>must</u> be in the style of the American Psychological Association (APA).</p>
<p><b>Quizzes / Discussion Board forums (30%)</b></p>	<ol style="list-style-type: none"> <li>1. Students will read the textbook chapters and instructor’s notes and take a weekly open-book quiz over the chapter being studied. The quiz may be taken multiple times before the deadline to increase your score. Quizzes come only from the textbook material; tests and discussion topics may include material that is in the instructor’s notes but not in the textbook.</li> <li>2. Students will participate in weekly Blackboard discussion of topics assigned by the instructor. These discussion topics will assist students in relating their real world observations to the developmental theories being studied or require them to respond to a case study. Substantive participation is required. Substantive participation is defined as sharing your own experiences / stories and explaining how they demonstrate the theory under discussion. Responding “I agree” to someone else’s posting is NOT considered substantive participation. Late participation in the Blackboard discussions <i>will not</i> receive full points if you do not contact me about them prior to the due date.</li> <li>3. Some short field experiences will be required prior to particular discussions. For these, students will gather data from children or adults and explain how the results relate to developmental theory in the Blackboard discussion.</li> </ol>
<p><b>Exams (40%)</b></p>	<p>There will be three tests. These will be multiple choice, open book and open note.</p>

**Course Structure:** Class sessions will consist primarily of lectures, group discussion, and a few activities and videos.

**Grading Scale:**

90-100 = A  
80-89.9 = B  
70-79.9 = C  
60-69.9 = D  
< 60 = E

**Required Texts:**

Santrock, J. W. (2010). *A topical approach to life-span development* (5th ed.). Boston: McGraw-Hill. ISBN: 0073370932 (Study guide not required).

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2009). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0561-5

Other reading material may be distributed periodically throughout the semester as needed to supplement the text.

***All students in this course also are required to purchase a Folio180 account. Students must have purchased or activated their Folio180 account by midterm.***

**To purchase Folio180 through the MSU Bookstore (You can use your financial aid to purchase it at the bookstore for \$50.):**

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.

**To purchase online (It's a little cheaper online -- \$40 plus tax -- but there is no way to use your financial aid online.):**

1. Go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe)

2. Complete registration and payment information. Your login information will be emailed to you.

Note: if you have had a Tk20 account in the last 7 years, you will NOT need to purchase Folio180--your Folio180 account information should already have been sent to you via email. Announcements and instructions will also be made on the CoE Facebook page. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.

**Course Evaluation:** Grades will be assigned based on the following breakdowns:

Weekly Blackboard discussions – 30%

Developmental theory paper, including topic statement and annotated citations – 30%

Exams – 40%

**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. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Special Plagiarism prevention requirements**

A. All students must complete an on-line tutorial on identifying plagiarism (see *External Links* on Blackboard for the URL). Completing the on-line quiz with 100% will present you a certificate that must be turned in to me (either mailed hard copy or copied and pasted into an electronic document). The certificate indicates that students are familiar with what is and is not plagiarism in academic writing.

B. Whenever a student paraphrases or quotes a literature source in the paper turned in for this class, a highlighted copy of that portion of the source must be included with the assignment (both the rough draft and the final paper). For example, if you quote or paraphrase something from p. 78 of a particular article, you must turn in a copy of p. 78, with the section you quoted or paraphrased high-lighted and the author and date of the source indicated at the top. **No more than two (2) direct quotes are allowed in the entire paper – all other use of sources must be paraphrases.**

Be very careful that you include quotation marks whenever you quote the exact words from a source. When you paraphrase, be very careful that you do not accidentally directly quote the source. Simply substituting a synonym for every third or fourth word is not acceptable paraphrasing. You must change the structure of the sentence as well as the wording. If you read the source, then look away from it while you paraphrase what it said, you're less likely to copy the exact words or structure. Don't forget to put the citation in after you've quoted or paraphrased. The following websites have excellent information on how to adequately paraphrase and avoid plagiarizing – please take a look at them:

<http://www.utoronto.ca/ucwriting/paraphrase.html> and

<http://www.uhv.edu/ac/workshops/howtoquote/index.htm>

If you have any further questions about what constitutes plagiarism or how to properly cite borrowed ideas or quotations, please consult the American Psychological Association Publication Manual. If you still have questions, please contact me.

The university academic dishonesty policy in the MSU Eagle Handbook allows faculty members to issue sanctions to students determined to be guilty of plagiarism (taking the ideas or written words of another without appropriate citation). As allowed by this policy, *final* papers containing any plagiarism (in whole or part) will not be accepted. **If the highlighted sources are not turned in, if appropriate citations or quotation marks are lacking, or if the paraphrasing is too close to the original, the student will get an Incomplete in the course and a chance to complete the paper correctly.** The student's final grade for the course may be lowered one letter grade as consequence, however. If the instructor believes the plagiarism was deliberately deceptive – such as using material from a source that was not included in the

references -- the student will fail the course. Any paper with plagiarism deemed deliberately deceptive also will be reported to the student's department chair, the Chair of Professional Programs in Education, the Dean of the College of Education, and the MSU Dean of Students.

### **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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or [e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**Blackboard Support:** The course syllabus, instructor's notes, and all assignments are available on Blackboard. There is a help line for Blackboard Support. Students and Faculty will be able to get account assistance by calling a local (to Morehead) number or e-mail with this support program.

Contact information is:

Phone: 783-5000

e-mail: [tsc@moreheadstate.edu](mailto:tsc@moreheadstate.edu)

**(Topical Schedule on next page)**

**Topical Schedule: Assignments will be posted every Tuesday. Original postings to Blackboard discussions are due Saturday midnight; quizzes are due Sunday midnight; responses to other students' Discussion Board postings are due Monday midnight. Earlier is fine!**

- Aug. 23 – Personal Introductions; work on APA style quiz, plagiarism tutorial, and literature database searching tutorial;  
Chapter 1 – Introduction – beginning through Erikson (p. 6 – 23)
- Aug. 30 – Chapter 1 – Introduction (cont.) (p. 23 - end)
- Sept. 6 -- Chapter 3 –The Brain (p. 110-121); Sleep (p. 121-127)  
Chapter 6 – Cognitive Developmental Approaches:  
Piaget (p. 208-226, 232-233)
- Sept. 13 – Chapter 6 –Piaget (cont.) and Vygotsky (p. 226-231)  
*Turn in paper topic statement by midnight September 19.*
- Sept. 20 – Chapter 7 – Information-Processing
- Sept. 27 – **Test 1** (over Chapters 1, a little of 3, 6, and 7)  
*APA style quiz, plagiarism tutorial, literature database searching tutorial must be completed by midnight October 3.*
- Oct. 4 – Chapter 8 – Intelligence  
*Turn in rough draft of paper by midnight October 10 – no more than 2 pages, at least 2 sources cited, the reference list in APA format, and the highlighted sources for the works cited.*
- Oct. 11 – Chapter 9 – Language Development
- Oct. 18 -- Chapter 10 – Emotional Development
- Oct. 25 -- Chapter 16 – Schools (p. 600-616)  
Chapter 17 – Death and Grieving
- Nov. 1 – **Test 2** (over Chapters 8, 9, 10, a bit of 16 and 17)
- Nov. 8 – Chapter 11 – Self, Identity, and Personality  
Chapter 12 – Masculinity, Femininity, and Androgyny  
(p. 424-440)  
Chapter 16 – Achievement (p. 617-624)
- Nov. 15 – Chapter 13 – Moral Development, Values and Religion

- Nov. 22 – **Thanksgiving Break – no new assignment!**
- Nov. 29 – Chapter 14 – Families, Lifestyles, and Parenting
- Dec. 6 – Chapter 15 – Peers and the Sociocultural World  
*Final draft of papers due this week*
- Dec. 13 – **Final Exam** (over Chapters 11, 13, 14, 15, a bit of 12 and 16)