

FOUNDATIONS OF HUMAN DEVELOPMENT

EPSY 6010 – Fall, 2006 – Gwinnett Campus

Mon. 5:00 – 7:45 p.m.

Mary Carlson, Ph.D.

Phone: (770) 393-8964

Required Text: The Development of Children, 5th Edition, (2005) by Michael Cole, Sheila Cole and Cynthia Lightfoot

Additional readings in class handouts will supplement text.

Course Description and Objectives

This class will provide you with a broad understanding of the current and prevailing theories of human development. Anyone who plans to work with children or adolescents on a daily basis will benefit from being able to identify normal patterns of development and age-appropriate behavior as well as individual differences.

The class will be highly interactive. It is my hope that we will have lively discussions and that I can learn from you. Please prepare for class by reading the assigned chapters and/or handouts, and forming your ideas or questions ahead of time. We will be journaling and/or discussing topics during class and you will be lost if you are not prepared. Regular attendance is expected.

However, please do not confuse positive participation with complaining. Bring negative comments to me privately so that you do not destroy the excitement of learning for your classmates. This is a graduate level course, which means that you are primarily responsible for your education. You are not entitled to a grade nor to be spoon-fed. In this class you will earn the grade that you desire. You are advised to schedule ample reading time.

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Mid-Term and Final Exams will be open-book, take home application questions. Emphasis will be on your understanding of the practical use of the various theories. There will be no provision to make up exams because of time-limitations. These exams will be lengthy. Plan to spend a lot of time on them. I use my exams as learning tools as well as evaluation tools.

Grades

5 Journals	=	50 pts. - 25%
Projects	=	50 pts. - 25%
Mid-Term	=	100 pts. - 25%
Final Exam	=	100 pts. - 25%

Grading Scale

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C

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SCHEDULE

<u>Mondays</u>	<u>Reading Assignments</u>	<u>Topics</u>
	*NOTE: We do <u>not</u> read Chapters 3 nor 8.	
Aug. 21 st	Orientation to Class	
Aug. 28 th	Chapter 1, Chapter 2 pp 51-61 & pp 65-68 only	Introduction to Development and Nature vs. Nurture, Journal #1
Sept. 4 th	LABOR DAY – No Class	
Sept. 11 th	Chapters 4 & 5	Early Infancy & The First Year
Sept. 18 th	Chapters 6 & 7	Toddlerhood & Attachment
Sept. 25 th	Chapter 9	Cognitive Development - Early Childhood
Oct. 2 nd	Chapter 10 & 11 (Receive Mid-Term Chapters 1-10 & Extra Readings)	Social Development – Early Childhood The Contexts of Early Development
Oct. 9 th	Chapter 12	Biological & Cognitive Development of Middle Childhood
Oct. 23 rd	Chapter 13 – (Discuss project topics in class) <u>MID-TERM EXAMS DUE</u>	Schooling & Development
Oct. 30 th	Chapter 14 <u>PROJECT OUTLINES DUE</u>	Social Development Middle Childhood
Nov. 6 th	Chapter 15	Biological & Social Development in Adolescence
Nov. 13 th	Chapter 16	Cognitive & Psychological Development in Adolescence
Nov. 20 th	Extra Readings – Guest Speaker Start Oral Reports	Adolescent Problems
Nov. 27 th	Oral Reports (Receive Final Exam - Chapters 11-16 & Extra Readings)	
Dec. 4 th	Oral Reports	
Dec. 11 th	Oral Reports <u>WRITTEN REPORTS DUE</u> Last Class – May submit Final Exams	

Final Exams may be mailed to: **620 Mabry Road, Atlanta, GA 30328**
MUST BE RECEIVED NO LATER THAN DECEMBER 15TH.
HARD COPIES ONLY – NO FAXES, NO EMAILS.