

**Texas A&M University - Central Texas**  
**COUN/PSYC 5304.110 – Human Development**  
**FALL 2017- 16 Weeks**  
**August 28, 2017 – December 15, 2017**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Yesim Saatci, Ph.D., NCC  
**Mobil Phone:** (214) 415-9450.  
**Email:** [yesim.saatci@tamuct.edu](mailto:yesim.saatci@tamuct.edu)  
**Class Times:** Tuesday(s)  
**Office:** 318-J, Warrior Hall  
**Office Hours: M:** 2:00pm.-7:00pm. **W:** 1:00pm.-6:00pm. or by appointment.

**COURSE INFORMATION**

**Course Overview and description:**

This course is a lifespan survey of the development of human beings from conception to death. Topics included will be research and theory into physical, cognitive, social, and personality development in each of the different age groups: prenatal, infancy, toddlerhood, early school age, middle childhood, early adolescence, later adolescence, early adulthood, middle adulthood, later adulthood, elderhood, and death and dying.

**STUDENT LEARNING OUTCOMES:**

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

**(IIF3: Human Growth and Development)- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:**

CACREP Standard	Activity	SLOs
<b>Common Core for all students:</b>		
a. Counselors’ roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Read, Video, Posts	
b. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Study (ACA Code of Ethics, 2014); Post	
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Research Paper	SLO1

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Research Paper	SLO1
e. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Research Paper	SLO1
f. help-seeking behaviors of diverse clients (IIF2f);	Research Paper	SLO1
g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Multicultural posts	
h. Theories of individual and family development and transition across the life span (IIF3a);	Research Paper	SLO1
i. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Research Paper	SLO1
j. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Research Paper	SLO1
k. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Research Paper	SLO1
l. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Research Paper	SLO1
m. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Research Paper	SLO1

**Required Reading and Textbook(s):**

Newman, B., & Newman, P., (2015). *Development through life: A Psychosocial Approach*. (12<sup>th</sup> ed.). Cengage.

**4.0. Course Requirements:**

**4.1. Midterm Exam/Test: 100 Total Points**

There will be an exam/test during this course: **a midterm**. The midterm is worth **100 points**. It will be in the form of **both Multiple Choice and True-False questions test but no open book, no open notes, and no communication with your classmates while taking the test!** In the test, there will be **20 multiple choice test questions and then five True-False questions. Each answer will be 4 points worth**. The test must be taken in class on the scheduled date (see course calendar). Once begun, exam/test must be completed within **two hours**. Your misunderstanding or misinterpretation of the item is not justification to present a challenge to the exam. Any violation of the exam rules will result in the student receiving a **zero (0) for the exam** and the possibility of further

sanctions according to university policy (see Academic Honesty & Integrity, below). **Make-up exams** will only be given for University excused absences. Appropriate documentation will be required to be given a make-up exam. If you know that you will not be able to take an exam on the scheduled date and contact me **PRIOR** to the scheduled date, alternate arrangements may be made at my discretion.

#### ***4.2 Self-appraisal Paper: 50 points***

You will submit an analysis of your personal developmental stages by applying and using **Freud's Psycho-sexual stages and Erikson's Psycho-social stages**. This **six-page** paper is to be **typed, double spaced, 12 point font, Times New Roman font, 1 inch margins from everywhere on paper, and APA style**. Include an assessment of your accomplishments and document each of them with descriptive behavioral or life events. Also discuss those areas which you would consider for further development.

Be specific in the following areas: **(a)** Gender identity development (how that was for you from the beginning childhood to this period as far as you remember); **(b)** Racial-cultural-ethnic identity development; and **(c)** career development stages. Explain where you are now, how you got where you are, how do you measure where you are and finally if you have gaps in your development how do you fill the gaps that you have?

#### ***4.3. Comparison of Developmental Theories and Evaluations (six-page-Research Paper): 100 Total Points***

The class will be examining different theoretical approaches to explaining human behavior. Specifically, each section discusses different "explanations" about each human behavior and development and each theory makes different assumptions about psychology and development. When you will compare and contrast **Paiget's Theory to Vygotsky's theory** you will need to evaluate each theory through **reflecting on them and explaining the similarities and differences that you found or explored examining them**. This paper will be **six pages, typed, double spaced, 12 point font, Times New Roman font, 1 inch margins from everywhere on paper, and APA style**. On your references page include and use minimum **five references** that are not older than 20 years, such as journal articles, books, book chapters, etc. while you are creating a research paper.

#### ***4.4 Final Exam: 50 Total Points***

##### **Final Exam Video-Clip Critique:**

The final exam will be a brief practice video examination or critique! Watch the attached clip (4:02 minutes) on the Blackboard.

Please complete the following:

- a) Please watch, observe, and examine the children and their behavior in the video-clip.
- b) In your exam paper give brief explanations as explained below and your critique of the children in the video –clip:
  - **Two-three pages** (double spaced). These explanations will be based on your knowledge of **a developmental theory of your choice** that you gained and studied this semester in this class (MHCK/PSY 504).

- Please include and explain in which developmental level is the child (or the children that you picked to explain); give some demographic information of the child such as the age, race, ethnicity, socio-economic status, cultural background, etc. and if he/she has parents or lives with parents, single parent, a guardian but not a biological parent (social context of the child)? Additionally talk about physical and psychological health of family members and please remember to give the characteristics of each stage in which the children are in!
- What is the purpose of the child to behave in that manner or what is she trying to do or accomplish in the video? What does the theory explain about the child? Apply the stages from the chapters you read to your developing human. You will apply the theory to all aspects of your growing person.

**4.5. In class participation: 10 Total Points**

**5.0. Grading Criteria:**

<b>Midterm/Test</b>	(100 points)	269 – 310 points = <b>A</b> 90 – 100%
		229 – 268 points = <b>B</b> 80 – 89%
		187 – 228 points = <b>C</b> 70 – 79%
		146 – 186 points = <b>D</b> 60 – 69%
<b>Self-Appraisal Paper</b>	(50 points)	145 points and < = <b>F</b>

**Compare and contrast Piaget’s Theory vs. Vygotsky Theory Paper (100 points)**

<b>Participation</b>	(10 points)
<b>Final Exam</b>	(50 points)

**6. 0. Course Calendar\***

<b>Date</b>	<b>Chapter</b>	<b>Topic</b>
8/29	1	Introductions
9/5	2 & 5	Piaget and the Neo-Piagetians
9/12	2	Psychoanalytic Theories (Freud) (Psycho-sexual Theory)
9/19	3	Psychosocial theory (Erik Erikson)
9/26	2	Vygotsky and the Socio-cultural Approach Test Review
10/3	<b>MULTIPLE CHOICE- TEST is on 10/3</b>	<b>Midterm/Test in class</b>
10/10	2, 5 & 6	Bandura’s Social Learning Theory
10/17	Infancy & Toddlerhood Submit paper until 12:00 midnight	<b>Self-appraisal Paper (using Freud’s and Erikson’s theories) Due</b>

10/24	7 & 8 Early School Age (4-6) & Middle Childhood (6-12)	
10/31 11/7	<b>Happy Halloween!</b> Ch. 9 & 10 Submit paper on 11/7 until 12:00 midnight	Social Learning Theory <b>Compare and contrast Piaget's Theory vs. Vygotsky's Theory Paper Due</b>
11/14	Ch. 11	Early Adulthood (24-34)
11/21	Intimacy vs. Isolation (19-40) & Group Discussion	Ch. 12
11/28	<b>On 11/28 submit paper until 12:00 midnight</b>	Ch. 13 <b>Final Exam Video Clip Critique Paper Due</b>
12/5	Generativity vs. Stagnation Stage of Erikson (40-65) & Group Discussion	Ch. 14
12/12	Integrity vs. Despair Stage of Erikson (65+) & Group Discussion	Ch. 15 <b>Feedback about the class &amp; Last Class Day</b>

\* Professor reserves the right to amend this syllabus at any time. Assignment dates and times are subject to change. Please check for current dates/times in Blackboard assignment/assessment links.

### Performance Indicator

Students will demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.

## Research Paper on Human Development (SLO1)

Name \_\_\_\_\_

Grade \_\_\_\_/100

<b>1</b>	Through the <b>Research Paper on Human Development</b> , students will demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.				
<b>No Competence</b>	<b>Some Competence</b>	<b>Basic Competence</b>	<b>Above Average Competence</b>	<b>Superior Level Competence</b>	<b>CACRE P Standard, SLO</b>
1 BELOW 60	2 60-75	3 75-85	4 85-95	5 95-100	
Candidate has no ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has limited ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has basic ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has above average ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has superior ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	IIF3; SLO1

### Important University Dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record  
November 10, Veteran's Day  
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
November 23-24, Thanksgiving, CAMPUS CLOSED  
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
December 15, Last day to file for Degree Conferral (Registrar's Office)  
December 15, Commencement (End of Fall Term)  
December 25-January 1, WINTER BREAK

### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

#### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

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### **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

#### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [ldavis@tamuct.edu](mailto:ldavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student

lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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#### **OPTIONAL POLICY STATEMENTS:**

##### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

#### **INSTRUCTOR POLICIES.**

Dr. Saatci will reduce 10% for every work/assignment that is submitted late.

##### **Copyright Notice.**

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