



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Counseling, Educational Psychology, and Foundations Course Syllabus

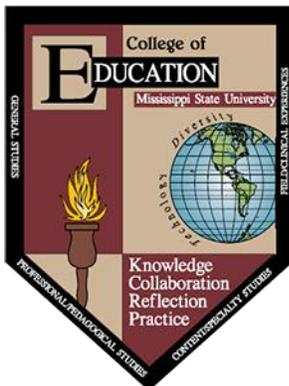
EPY 2513 Human Growth and Development

Credit Hours: Three (3) credit hours

Method of Instruction: C=Lecture

Course Description: Three hours lecture. Psychological principles in the scientific study of people from conception to death; major theories of human development and application in practical settings; biological, cognitive, and psychosocial perspectives of change and/or continuity throughout the life span.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

After successful completion of this course students will be able to:

1. Describe development (including biological, cognitive, and psychosocial characteristics) as an ongoing set of processes, involving both continuity and change. (CFPO 2, 3, 5, 8; CRT 2.2)
2. Analyze different developmental events from the perspectives of the major theories of human development (e.g., psychoanalytic, behaviorism, cognitive, and systems). (CFPO 2, 3, 4; CRT 2.2)
3. Identify important developmental concepts throughout the various stages of the life span. (CFPO 3, 4; CRT 2.2)
4. Apply important developmental concepts to situations throughout the various stages of the life span. (CFPO 3, 4, 6; CRT 2.2)
5. Describe important developmental concepts throughout the various stages of the life span. (CFPO 3, 4; CRT 2.2)
6. Explain how research contributes to advancing and understanding the study of developmental

processes. (CFPO 2, 3, 5, 6, 8; CRT 11.1)

7. Formulate relevant questions about developmental processes throughout the various stages of the life span. (CFPO 3, 5, 8; CRT 4.1, 4.2)
8. Explain how standardized techniques are used for gathering objective answers to questions about developmental processes. (CFPO 2, 3, 5, 8, 10; CRT 2.1, 2.2)

Detailed Course Outline/Topics Covered in the Course

1. The Beginning: The Science of Development	2 hours
2. The Beginning: From Conception to Death	2 hours
3. The First Two Years: Body and Mind	3 hours
4. The First Two Years: The Social World	3 hours
5. Early Childhood: Body and Mind	3 hours
6. Early Childhood: The Social World	3 hours
7. Middle Childhood: Body and Mind	3 hours
8. Middle Childhood: The Social World	3 hours
9. Adolescence: Body and Mind	3 hours
10. Adolescence: The Social World	3 hours
11. Adulthood: Emerging Adulthood	3 hours
12. Adulthood: Body and Mind	3 hours
13. Adulthood: The Social World	3 hours
14. Late Adulthood: Body and Mind	3 hours
15. Late Adulthood: The Social World	3 hours
16. Death and Dying	2 hours
	45 hours total

The purpose of the course is to learn about the development of the individual—changes in growth and aging, beginning at conception and continuing through older adulthood (until death). The study of development is interesting and important because each of us, and everyone we care about and love, is continuously developing and/or changing. The course references scientific discoveries, research, and theory from conception through older adulthood (including death). Development and growth from conception to death—throughout the lifespan—will be covered from a biological, cognitive, and psychosocial perspective. Comparable class and lecture time and test information and material will be devoted to each age group and perspective.

Text(s)/Course Materials

Berger, K. S. (2016). *Invitation to the life span* (3rd ed.). New York: Worth Publishers.

Description of Instruction

Lecture. The method of instruction will be a lecture format. Instruction will include traditional lectures, class discussion, case examples, and independent learning activities.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

There are no technology requirements for the successful completion of this course. However, students will be required to use Canvas in order to check test scores and current averages.

Diversity

Issues in diversity (gender, race, SES, culture) will be noted as concerns with individual differences in the field and will be identified and regularly assessed when discussing topics.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

This course does not have a field component.

Evaluation of Student Progress

Student Assessment/Points

Chapter Tests/Exams (7 total): Each test will be worth 100 points and will cover a specific stage of the life span consistent with each part of the textbooks. Tests will require students to describe development as an ongoing set of processes, involving both continuity and change, analyze different developmental events from the perspectives of the major theories of human development, identify important developmental concepts throughout the various stages of the life span, apply important developmental concepts to situations throughout the various stages of the life span, and recognize important developmental concepts throughout the various stages of the life span. (Course Objectives 1, 2, 3, 4, 5, 6, 7, and 8)

- Test 1 – Chapters 1 & 2
- Test 2 – Chapters 3 & 4
- Test 3 – Chapters 5 & 6
- Test 4 – Chapters 7 & 8
- Test 5 – Chapters 9 & 10
- Test 6 – Chapters 11, 12, & 13
- Test 7 – Chapters 14, 15, & Epilogue

Letter grades and final averages in this course will be based on student performance from seven multiple-choice test scores. Each test will have 60 questions, will be worth 100 points, and will have a 60-minute time limit. Seven tests will be given throughout the semester covering each part of the textbook. The seven test scores will be equally averaged to determine final grades. Tests are given on the assigned dates listed in the semester schedule. Test grades will be averaged, and final grades will be assigned based on the percentages below. Please note that grade percentages are not rounded up.

Grading Scale

A	90.0% - 100%
B	80.0% - 89.9%
C	70.0% - 79.9%
D	60.0% - 69.9%
F	59.9% and below

Attendance Policy

In accordance with university policy (AOP 12.09), students should attend all classes. Students do not need to inform the instructor or provide appropriate documentation when they are absent on a lecture day. However, if you are unable to attend class on a test day, you must schedule a meeting with me and provide me with a reason for your absence within one week in order to take a make-up test. The course is cumulative and losing even one session would result in a loss of continuity to the student.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at (662) 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license

may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Bibliography

- Baltes, P.B., Lindenberger, U., & Staudinger, U.M. (2006). Life-span theory in developmental psychology. In W. Damon & R.M. Lerner (Series Eds.) & R.M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 569-664). Hoboken, NJ: Wiley.
- Bornstein, M.H., & Lamb, M.E. (2005). *Developmental science: An advanced textbook* (5th ed.). Mahwah: NJ: Erlbaum.
- Moffitt, T.E., Caspi, A., & Rutter, M. (2006). Measured gene-environment interactions in psychopathology: Concepts, research strategies, and implications for research, intervention, and public understanding of genetics. *Perspectives on Psychological Science*, 1, 5-27.
- Reiss, D., Neiderhiser, J.M., Hetherington, E.M., & Plomin, R. (2000). *The relationship code: Deciphering genetic and social influences on adolescent development*. Cambridge, MA: Harvard University Press.
- Staudinger, U.M., & Lindenberger, U. (2003). Why read another book on human development? Understanding human development takes a metatheory and multiple disciplines. In U.M. Staudinger & U.E.R. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan psychology* (pp. 1-13). Boston: Kluwer.