

**Nova Southeastern University
Center for Psychological Studies**

Course Outline

Course # and Title: CGPY 512 Learning and Human Development

Credit Hours: 3

Location/Section: Jacksonville/JG2

Dates: May 2, 3, 4, 2008
May 16, 17, 18, 2008

Instructor: Joseph W. Blich, Ph.D.
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Class Meeting Times: Fridays 6:00 p.m. - 10:00 p.m.
Saturdays 8:30 a.m. - 6:00 p.m.
Sundays 8:30 a.m. - 5:30 p.m.

Required Text:

Martin, C.L. & Fabes, R.A. (2006) Discovering child development. Boston, MA: Allyn & Bacon. ISBN: 0-205-45462-3

Course Description:

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to school settings are examined.

Course Objectives:

This course introduces the student to aspects of psychological growth and development. Students will learn about biological and psychosocial determinants of human development as well as the role of genetic-environmental interactions and contextual factors in shaping growth. The course includes reference to major factors involved in psychological development, including genetic and other biological factors, parenting and families, peers, schools, and the larger social context. Cultural and sub-cultural aspects are addressed, as are factors associated with gender.

Students completing this course will be able to:

1. Understand the major theories of human development from a life-span perspective.
2. Integrate those theories into current understandings of human behavior.
3. Understand that events at early stages of life impact later behaviors and attitudes.
4. Apply these theories to real situations in counseling individuals.
5. Demonstrate an understanding of the intradisciplinary nature of development across branches of psychological study including understanding the major theories of human development from a life span perspective.
6. List and describe the major stages of human growth and development.
7. State appropriate behavioral expectations and developmental tasks associated with each major stage of development.
8. State and discuss (pro and con) the basic issues of the nature/nurture controversies.
9. Demonstrate the ability to think critically about issues relevant to human development.
10. Demonstrate the ability to make connections between theories in human development and actual child and adult behavior.
11. Demonstrate knowledge of the basic processes of growth and physical change in each era of the lifespan, including factors that support positive growth and minimize health problems.

General Expectations Include:

1. Punctual and regular class participation. Active participation is very important. Arriving late to class is a disruption and a pattern of doing so will adversely affect your participation grade. Therefore, your cooperation in keeping late arrivals to a minimum will be noted and appreciated.
2. Thorough reading of the texts. In class we will extend, expand, or add to the text material. It is assumed that the text is readable and understandable, and that you will ask for clarification in class of whatever is not clear from your reading. The text, which offers a sound formal information base, will be used as a "jumping off point" for additional or expanded information. This means that you will be responsible for material from the texts and from classroom discussion. The assigned reading should be done before the class so that you have a basis of information to contribute to the lecture and so that you have an understanding before class of what you do and do not understand. It is essential that you plan your reading in advance and complete the required chapters before class. Note also that some information is contained only in lectures, particularly relating to interviews and observations.

Method of Instruction will be interactive lecture (accompanied by Powerpoint presentation) and group discussion.

If you will send me your email addresses previous to the beginning of class, I will promptly email you the Powerpoint files so that you can have an opportunity to get familiar with the slides by the time you arrive for class. Prior familiarity with the material on the slides will help you get off to a good start and will help prepare you to contribute to and benefit from the class discussion.

Calendar of Assignments:

This is the table of contents for the text:

I. INTRODUCTION TO CHILD DEVELOPMENT.

1. Introduction to the Study of Children's Development.
2. Understanding Development.

II. PRENATAL AND NEONATAL DEVELOPMENT.

3. Heredity and Environment.
4. Prenatal Development and Birth.

III. INFANT AND TODDLER DEVELOPMENT.

5. Physical Development and Health in Infancy and Toddlerhood.
6. Cognitive and Language Development in Infancy and Toddlerhood.
7. Social and Emotional Development in Infancy and Toddlerhood.

IV. EARLY CHILDHOOD DEVELOPMENT.

8. Physical Development and Health in Early Childhood.
9. Cognitive and Language Development in Early Childhood.
10. Social and Emotional Development in Early Childhood.

V. LATE CHILDHOOD DEVELOPMENT.

11. Physical Development and Health in Late Childhood.
12. Cognitive and Language Development in Late Childhood.
13. Social and Emotional Development in Late Childhood.

VI. ADOLESCENT DEVELOPMENT.

14. Physical Development in Adolescence.
15. Cognitive Development in Adolescence.
16. Social and Emotional Development in Adolescence.

Prior to the first class meeting on May 2, please read Chapters 1-9 in the text. Chapters 10-16 should be read prior to the second weekend.

Grading Criteria:

There will be two exams (May 4th and May 18th) comprised primarily of multiple-choice questions. The exams will be based on information from the textbook, lecture, Powerpoint slides, and class discussion and will count 40% each (for 80% of the final grade). Each test will cover new material and will not be cumulative. The other 20% of the grade will be based on level of participation. It is not possible to review all the important material in lectures. Instead, lectures will highlight ideas and concepts essential to the general topic covered in the text and/or

concepts that are particularly difficult to understand. Please do not assume that only lecture material will be covered on the exams or that the lecture topics are the only ones of importance. In some cases, limited parts of chapters may be designated that are to be covered on the test. In all other cases, exam questions may come from any part of the assigned chapter or from any lectures based on material in the chapter.

The final exam will include new material and will have a section that will be cumulative.

A (90-100) B (80-89) C (70-79) F (less than 70)

Calendar of Assignments:

We will cover the first half the chapters the first weekend and the second half the second weekend.

Bibliography:

Ainsworth, M.D.S. (1979). Infant-mother attachment. American Psychologist, 34(10), 932-937.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Berger, R.M. (1982). Gay and gray: The older homosexual male. Rubana: University of Illinois Press.

Berman, C. (1981). Making it as a step-parent: New roles/new rules. New York: Bantam.

Genevay, B. (1986). Intimacy as we age. Wu, 10(4), 12-15.

Gilbert, S.F. (1988). The emotional problems of elderly people. In W.C. Sze (Ed.), Human Life Cycle. New York: Jason Aronson.

Kohlberg, L. (1981). Essays on moral development. San Francisco: Harper & Row.

Lundin, T. (1984). Morbidity following sudden and unexpected bereavement. British Journal of Psychiatry 88.144, 84-

Sternberg, R., & Bernes, N. (Eds.) (1988). The psychology of love. New Haven, CT: Yale University Press.

Taylor, L. (1992). Relationship between affect and memory: Motivation-based selective generation. Journal of Personality and Social Psychology, 62, 876-882.

Weiner, B. (1980). Human motivation. New York: Holt, Rinehart, & Winston.