



**PEDU 521 Human Growth and Development  
(Fall 2020: Asynchronous Online)  
3 credits**

**Instructor:** Evan Long, Ph.D.

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**Zoom:** <https://longwood-edu.zoom.us/j/2171321046> Meeting ID: 217 132 1046

**Course Description:** The principles and processes of human development covering the entire life span. Major aspects of development (social, physical, mental, emotional, etc.) are traced through the various stages of development, and their interaction in organized behavior examined. 3 credits.

**Required Course Text:** (N/A) We will not use a standard textbook in this course. All course readings will be provided through Canvas in weekly modules.

**Course Objectives:** Course objectives and assignments are designed to align with Longwood University's Department of Education Conceptual Framework (CF), and the Virginia Department of Education Licensure Regulations.

Upon completion of this course in Human Growth and Development, the student should be able to:

**Knowledge**

1. Explain the developmental nature of human growth and development.
2. Demonstrate a working knowledge of the major theories of human growth and development.
3. Demonstrate an understanding of common research methods, techniques, and approaches to the study of human development.
4. Demonstrate an understanding of the major trends and controversies of the field of human development.
5. Make application of cognitive, socio-emotional and physical domains to actual situations as children grow and develop.
6. Compare and contrast the three domains of development explaining their interrelationships and change over time.

7. Analyze the effects of parenting, monitoring, and caregiving from the prenatal period through adolescence.
8. Describe the significant developmental steps from adolescence to early adulthood.
9. Discuss the role of education in promoting continued growth throughout the lifespan.
10. Describe the importance of multicultural concepts related to human development and how these characteristics of diversity may impact learning and behavior.
11. Understanding of the physical, social, emotional, speech and language, and intellectual development of children.

### **Skills**

1. Demonstrate the ability to interpret, predict, and analyze behavior using the major theories of human growth and development.
2. Demonstrate a working knowledge of the physical, motor, cognitive, language and social skills of children at varying ages through completing a case study.
3. Demonstrate the ability to communicate the effects of varying environmental and social conditions on the development of children.
4. The ability to use this understanding in guiding learning experiences and relating meaningfully to students.
5. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to: Low socioeconomic status; Attention deficit disorders; Developmental disabilities; Gifted education-including the use of multiple criteria to identify gifted students; Substance abuse-trauma, including child abuse and neglect and other adverse childhood experiences family disruptions.

### **Dispositions**

1. Demonstrate an understanding and appreciation for the diverse potential of all students.
2. Demonstrate an appreciation of the importance of various forces and events in the shaping of individuals.
3. Demonstrate an understanding of the role of parents, teachers, and mentors, in providing safe and positive environments for development.

### **Course Structure and Student Expectations**

This fully online, asynchronous course is designed to be semi-structured, self-paced, and differentiated for diverse needs and interests. Dr. Long will host weekly voluntary zoom check-ins for the whole-class and/or individual students. It is recommended that students do their best to complete each weekly module during the recommended time frame; however, flexibility will be provided. However, students should not fall behind more than 2 modules at any time.

## **Class Assignments**

Students will complete weekly modules with embedded readings, videos, and mini-activities, as well as complete two additional projects. In order to simplify the amount of canvas submissions, these mini-activities will be completed and submitted in 1 document each week on Canvas. Mini-activities often include different options to showcase work including formal and creative written, speaking, and visual formats (e.g., infographics, concept webs, one pagers, Golden Lines, Click/Clunks, illustrative timelines, podcasts, interactive skits). Modules will typically be opened about a week early and are designed to take around 10 hours to complete each, except for the final module which is truncated to help you focus on your final project.

## **Zoom**

I will host optional zoom Q and A sessions throughout the semester typically on Tuesdays at 5:00. If you are interested in attending, please email me to confirm with at least 24 hours. Zoom space is at

<https://longwood-edu.zoom.us/j/2171321046> Meeting ID: 217 132 1046

I will be happy to find alternative times if there are consistent time conflicts with one or more students as well as to meet individually.

## Overview of Modules

<b>Modules</b>	<b>Recommended time to Work On</b>	<b>Additional Work Due</b>
Pre-module: Start Here on Canvas (syllabus review)  Module 1: Brain-based Learning: Navigating Neuromyths (10 points)	8/22 to 8/30	<b>Introduction Discussion Post</b> (2 points)
Module 2: Trauma-informed Takeaways (10 points)	8/31 to 9/6	
Module 3: Unpacking Learning Theories (10 points)	9/7 to 9/13	<b>Mini-Project 1</b> (10 points)
Module 4: Special Topics in The Brain and Early Years (10 points)	9/14 to 9/20	<b>Final Project Proposal</b> (3 points)
Module 5: Special Topics in Childhood and Adolescence (10 points)	9/21 to 9/27	
Module 6: Special Topics in Adulthood (10 points)	9/28 to 10/4	
Mini-Module 7: Wrapping up Semester (5 points)	10/5 to 10/17	<b>Final Project</b> (20 points)

## Overview of Mini-Project

Students can choose from one of the three mini-project ideas designed to help them continue their exploration of developmental theories while exploring additional issues related to human development. Students will be graded on how well they demonstrate understanding of the concepts and/or issues and the clarity with which ideas are expressed.

### Option 1: Film Review

*Directions:* Watch one of the following films: *8th Grade*, *Boyhood*, *Inside Out*, *Perks of Being a Wallflower*, *My Girl*). Feel free to reach out to me with any

alternative suggestions. I will just have to be able to freely access and view it:  
Write a ~2 page film review from one of the following viewpoints: yourself, a developmental theorist, or a future version of a film character.

Role	Suggested Questions To Answer
Yourself	<ul style="list-style-type: none"> <li>● How did major and minor characters evolve? How did the film compare to your own expectations and/or life experiences?</li> <li>● How does the film portray physical, social-emotional, and/or cognitive development?</li> <li>● What style of parenting was evident?</li> <li>● How did the parenting style compare with your own upbringing or understanding of best practices?</li> </ul>
A Developmental Theorist (e.g., Marcia, Kohlberg, Freud, Erickson, Piaget)	<ul style="list-style-type: none"> <li>● What inferences would you, the theorist, make on major and minor characters?</li> <li>● How accurate/authentic was the portrayal of human development?</li> <li>● What were positive and negative environmental factors on human development?</li> <li>● How did the film incorporate developmental theory?</li> <li>● How could the film have included more developmental theory (provide specific examples)?</li> </ul>
Older Version of a Movie Character Reflecting Back on their Experiences in the Film	<ul style="list-style-type: none"> <li>● How have you grown as a person since the events depicted in this film?</li> <li>● What were you feeling during a particular scene?</li> <li>● What advice would you give to your younger self?</li> <li>● What behind-the-scenes information about your physical, cognitive, or socio-emotional development was not seen in the film but could help us better understand the person that you were then?</li> </ul>

### **Option 2: Zoom/Phone Interview**

You will need to get written permission (parental if under 18) for this option. After consulting with Dr. Long over question protocol, you will conduct brief interviews with at least 2 different people of any age related to human growth and development. Questions should be designed to give you insight into social-emotional and cognitive development, as well as the participants' lived experiences. They can relate to:

- Stages of development
- Impact of local community
- Impact of social networks
- Impact of historical events on development
- Impact of contemporary events on development
- Problem-solving strategies
- Moral reasoning scenarios

Write a ~2 page reflection paper in which you identify salient themes within and across participants' experiences as well as make connections to key course themes.

### Overview of Final Project

Students will select a topic of interest to explore and select a format.

Possible Topics	Possible Formats	Possible Roles
<ol style="list-style-type: none"> <li>1. Case for universal preschool</li> <li>2. Play-based learning</li> <li>3. Abecedarian Project</li> <li>4. Trauma-informed Classroom Management</li> <li>5. Gender socialization and roles</li> <li>6. Technology and the brain</li> <li>7. Nutrition and the brain</li> <li>8. Separating Fact from Fiction in parenting</li> <li>9. Navigating Neuromyths</li> <li>10. Precocious Puberty</li> <li>11. Social-emotional Learning</li> <li>12. ADHD Learners</li> </ol>	<ul style="list-style-type: none"> <li>● Research Paper</li> <li>● Recorded Prezi/PowerPoint</li> <li>● Podcast</li> <li>● Website (e.g. weebly)</li> </ul>	<ul style="list-style-type: none"> <li>● Informational</li> <li>● Advocacy Campaign</li> <li>● Intervention Proposal</li> <li>● School Reform Proposal</li> <li>● Curriculum Revision Proposal</li> </ul>

*Requirements:* Students write and submit 1 page project proposal including topic(s) to be researched, an abstract, and outline of format and plan. After ongoing consultation with Dr. Long, students will finalize the project. The expectation is an equivalent of a 4-6 page paper or 10 minute video.

All projects should include:

- [graduate level writing](#) (or speaking)
- clear connection to socio-emotional, physical, or cognitive development

- overview of existing research (including qualitative and quantitative studies).
  - Helpful resource: <https://ies.ed.gov/ncee/wwc/>
- discussion of your own implicit biases and connections to research topic
- explanation of enduring issue/controversy including various viewpoints
- personally-meaningful takeaways
- suggestions for reform at local, state, and/or national levels
- formal APA references

## **Grading Scale**

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

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| ● 94-100 A: Excellent (4 quality points)   | ● 77-79 C+: Passing (2.3 quality points)   |
| ● 90-93 A-: Excellent (3.7 quality points) | ● 73-76 C: Passing (2 quality points)      |
| ● 87-89 B+: Good (3.3 quality points)      | ● 70-72 C-: Passing (1.7 quality points)   |
| ● 84-86 B: Good (3 quality points)         | ● 69 & below F: Failure (0 quality points) |
| ● 80-83 B-: Good (2.7 quality points)      |  |

## **Class Policies**

*Grading Policy Grading:* I will provide feedback in Canvas each week. However, I am always willing to look over drafts of work over email exchanges. If you use Google Docs, please provide me with commenting access at [longerlancer@gmail.com](mailto:longerlancer@gmail.com).

**Writing Style:** All written assignments will be typed unless otherwise specified. Written work in this course should be prepared according to APA style (6th edition).

**Graduate Student Writing Center:** Graduate students may request help with writing through the online graduate student writing center. Visit <http://www.longwood.edu/graduatestudies/student-resources/graduate-student-writing-center/>

**Honor Code:** Each student is expected to follow Longwood University's policy, available online at <http://www.longwood.edu/studentconduct/12021.htm> All tests and assignments are to be pledged.

**Longwood Honor Creed:** "We shall not lie, cheat, or steal, nor tolerate those who do."

**Academic Pledge:** “I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.” Honor Pledge: “I, \_\_\_\_\_, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do.”

**Email:** Students and professors are generally expected to respond to emails within 24 hours (on weekdays) and 48 hours (over weekends) and write professionally.

All graduate students are required to maintain and check their Longwood email account. All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email.

You should set up your CYPHIR account immediately to help you reset your Longwood password at any time: <http://www.longwood.edu/usersupport/student-resources/>  
Note that changing your account in Canvas only changes email for that course, not overall.

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: <http://catalog.longwood.edu/>

**Evaluation of the Instructor:** At the conclusion of the course, each student will have the opportunity to evaluate the course instructor through an anonymous online survey.

**Technical Assistance:** To reach Longwood’s User Support Services, call 434-395-4357 or email [helpdesk@longwood.edu](mailto:helpdesk@longwood.edu). For questions regarding Canvas or WebEx, contact the Digital Education Collaborative (DEC) at 434-395-4332 or [dec@longwood.edu](mailto:dec@longwood.edu).

**Accommodations and Disability Resources:** If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

**Mental Health Resources:** Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's Counseling and Psychological Services (CAPS), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday.

**Reporting of Crimes and Sexual Misconduct:** In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

**Academic Policies and Resources:**

<http://www.longwood.edu/academicaffairs/syllabusstatements/>