

**ORIGINATOR'S SECTION:**

1. College: Arts & Sciences Desired Term: Fall and Year 2006 of implementation for change(s).

2. Current Course abbreviation and Number: HD 490

TYPE OF CHANGE(S). Check  all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input checked="" type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section- both current and new - is required only for items checked () above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

3. Title: Human Development in Perspective	Course abbreviation and Number:  Title: ( <i>Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.</i> )
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for Banner: (no more than 25 characters, including spaces)
5. Number of Units:	Number of Units:
6. Catalog Description:  A socially relevant "real world" problem or situation in human development will be considered from the perspective of several disciplines. Capstone course designed to be taken during the final year of undergraduate study. <i>Prerequisites: All lower-division requirements, nine (9) units of upper-division courses applied toward the major, and consent of instructor.</i>	Catalog Description: ( <i>Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.</i> )  A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. <i>Prerequisites: All lower-division requirements, nine (9) units of upper-division courses applied toward the major.</i>

7. Mode of Instruction\* (See pages 17-23 at <http://www.cslstate.edu/cim/data-elem-dlc/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02	Lecture		
Activity			Activity	3	C-05
Lab			Lab		

8. Grading Method:*	Grading Method:*
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)	<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
<input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)	<input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
<input type="checkbox"/> Credit/No Credit Only (C)	<input type="checkbox"/> Credit/No Credit Only (C)
<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No _____ Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No _____ Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)
12. Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus or <input type="checkbox"/> Detailed Course Outline	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information - all items in this section must be completed.)*

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? YES  NO   
 If yes, please specify: Required course in the Human Development major.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Health & Human Services	<u>not required (per Mary Elizabeth Stivers)</u>	Support	Oppose
Discipline	Signature	Date	
			Support Oppose
Discipline	Signature	Date	

18. Reason(s) for changing this course: Course description needed to be more descriptive of course focus ensuring that it is not taught as a survey course overlapping with HD301 or with survey developmental psychology courses. The course is a seminar course and needs have it classified as such. No need to have instructor permission.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (Please Print) Fernando Soriano Date \_\_\_\_\_

2. Program Director/Chair [Signature] Date 10-10-06

3. College Curriculum Committee [Signature] Date 11-2-06

4. College Dean (or Designee) [Signature] Date 11/7/06

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

California State University San Marcos  
**Course Syllabus**  
**HD 490: Human Development in Perspective**  
Fall 2006, 3 Units  
MW 9:00-10:15, MARK303

**Professor:** Elizabeth Bigham, Ph.D., X: 4903  
**Office Hours:** Monday 10:30-11:30am and Tuesday 9:15-10:15am  
**Mail Box:** Craven Hall, 6<sup>th</sup> Floor  
**Office:** Craven 6238; **Email:** [ebigham@csusm.edu](mailto:ebigham@csusm.edu)

**Course Description** A socially relevant "real world" problem or situation in human development will be considered from the perspective of several disciplines. This is a capstone course designed to be taken during the final year of undergraduate study.

The specific course objectives are:

- (1) to connect human development theory with real world perspectives and application,
- (2) to learn how different theories provide different frameworks for examining parts of the human experience, and
- (3) to examine practical problems in human development from different points of view.

Drawing on theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. This course is a senior seminar course where each week two students will lead the group in a discussion of that week's material. Everybody must participate (think of it as a group assignment). It is expected that all of you will be prepared for class and will be willing to share your views and ask lots of questions. What you learn from this class will depend on the effort you put into the course and the depth and quality of discussion that is generated each week.

*A seminar is, generally, a form of academic instruction, either at a university or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. Normally, participants must not be beginners in the field under discussion (at a university, seminar classes are generally reserved for upper-year students). The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also to allow them to interact with examples of the practical problems that always crop up during research work. It is essentially a place where assigned readings are discussed, questions can be raised and debates conducted. It is relatively informal, at least compared to the lecture system of academic instruction. (The word seminar is derived from the Latin word seminarium, meaning "seed plot.")*

### Readings

Crain, William. 2005. **Theories of Development: Concepts and Applications**. Fifth Edition. Prentice Hall  
Additionally, a minimum of 10 other readings (published academic articles, books or chapters as part of your presentation and paper).

**Prerequisites** The prerequisites for this course include completion of all lower-division requirements, nine (9) units of upper-division courses applied toward the major.

**Course Schedule and Reading Assignments:** The schedule is attached and subject to change.

**Class Products and Requirements:** The end product of the class will be a *final paper* that will be based on the application of several theories of human development to a "problem" (may not be a project that you are doing, or have done, outside of this class).

### Internet Work:

1. Check WebCT *often* during the course for announcements, assignments, grades, etc.
2. Share tips (and questions) with classmates on the discussion board

**Homework:** Because of the nature of this course, students will be expected to complete their assignments on time. The HD Program Student Handbook recommends that you allow 2 – 3 hours of time for homework for every 1 hour of class time.

**Academic Honesty and Integrity:** Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work created by you, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Your course catalog details the ethical standards and penalties for infractions. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

**Students with Disabilities:** Students with disabilities who are requesting accommodations for this course should notify me as soon as possible.

**Course ID Number:** You will need to create a 9-digit number to use as your course id for this class. You will use this ID, in addition to your name, on all scantrons (this course uses red scantrons).

### **Graded Course Requirements:**

#### Presentations -

550 pts.

Students will work in groups to do 4 class presentations of their assigned theories. Working together, they will prepare a one-page handout as a basis for discussion with copies to be distributed to all classmates at the beginning of the class. This handout should contain: 1. Three or four simple statements that will be presented in the oral presentation (one student supports the theory by identifying evidence and strengths while the other student critiques by emphasizing the limitations), and 2. Two or three central questions that the class should address in order to assess the theory and its application or to compare and contrast with other theories. Use scholarly resources (your 10 additional readings) beyond the textbook to help you develop thoughtful and critical analyses of the material and questions that engage the entire group.

#### Paper -

150 pts.

You will write one paper in a topic of interest to you (one paper per student). The papers should focus on a topic of human development. This means that the topic should be one that 1) has an effect on later life development, 2) is a result of prior development or experience, 3) or that the process unfolds over a period of the life span. For instance, alcohol use is not a topic of human development as such. But a paper that considers factors that lead to alcohol use, or one that deals with the developmental consequences of alcohol use is a human development paper.

The paper should connect the developmental phenomena or topic of concern with three or more human development theoretical perspectives. You should discuss briefly the implication of these different viewpoints, such as the emphasis on cognitive development, biological development, psychological development, or social-psychological, etc. Sample Outline below.

The papers should consider and reference in the bibliography previous research and implications of this research. You may include a brief history of the way this issue or phenomena of human development has been viewed. You may also consider how it may be viewed differently in different cultures. For instance, alcoholism was not always viewed as a disease. Views and values on aspects of human development have changed over time, and you should examine the evolution of these perspectives. For instance one can examine the changing view of late adulthood and old age in our culture and theories of human development.

The paper should have a bibliography with at least ten references in APA format. The paper should have a title page and an abstract. If you cite from the Internet, be aware that some sources are not reputable or have a political, ideological or marketing agendas that may introduce bias in their "studies". It is OK to reference biased sources as long as the bias or tendency is noted in the paper. The paper should have a minimum of 5 pages (excluding title page, abstract, and bibliography), with 12 point font, doubled-spaced, and 1 inch margins.

#### Outlines and Peer Reviews (2)-

50 pts.

Students are expected to turn in a one page draft outline and a one page final paper outline by the date indicated below. This is meant to provide some feedback early in the planning of this important paper.

Late submissions will be decreased by 10 percent for each class session passed. Each time an outline is due, a peer review session will be held (at the assigned class meeting only). Students will review another student's outline and give written feedback. Good reviews propose changes where needed, focus on typos, grammar, and comprehension when needed, and help the writer work toward a clear and concise plan for his/her paper. Keep these reviews as you will turn them in with your final paper.

Participation -

250 pts.

Your attendance, participation, and attitude demonstrate your investment in the course (read the assigned chapters before class). Students are expected to attend all class sessions (arrive/leave on time), contribute to class discussion, and participate in collaborative learning. An "A" grade for this course can be achieved only if attendance remains above 85%. Attendance that falls below 75% may result in a grade no higher than C for the course and/or being dropped from the course.

Poster Presentation -

E.C. pts.

**Total Points**

**up to 1000 pts.**

**Grade Breakdown**

A	93-100%	A-	90-92%			
B+	88-89%	B	83-87%	B-	80-82%	
C+	78-79%	C	73-77%	C-	70-72%	
D+	68-69%	D	63-67%	D-	60-62%	F 59% or Less

**Suggested Outline for Paper**

Title Page Your paper title should be descriptive of the exact topic chosen. Below is the outline of the final paper that you should follow. Remember to use APA style of writing and citing literature.

Abstract (<120 words)

Introduction

Introduction of "Problem" and Emphasis on Importance  
 Delimit the review to application of human development theories to the topic  
 Describe the organization of your paper (give your reader a road map)

Theory I

A Explain the theory  
 B Describe how it can be used to understand the "problem"  
 C Examples  
 D Summary

Theory II

A Explain the theory  
 B Describe how it can be used to understand the "problem"  
 C Examples  
 D Summary

Theory III

A Explain the theory  
 B Describe how it can be used to understand the "problem"  
 C Examples  
 D Summary

Summary, Implications, and Conclusions

Summarize points made above (I – III)  
 Implications  
 Conclusion

References

Date -MW- Class	Topic (Please note locations of class meetings for library and labs)	Read Chapter Before Class	Due at the beginning of class
8/28	Introduction to Course		
30	Kellogg Library		
9/6	Early Theories of Development: Locke & Rousseau	1	
11	Gesell's Maturation Theory	2	
13	Montessori's Educational Philosophy	4	
18	Discuss & Groups		
20	Piaget's Cognitive Development	6	
25	Discuss & Groups		
27	Kohlberg's Stages of Moral Development	7	
10/2	Discuss & Groups		
4	Learning Theory: Pavlov, Watson and Skinner	8	
9	Discuss & Groups		
11	Bandura's Social Learning Theory	9	
16	Discuss & Groups		
18	Vygotsky's Social-Historical Theory of Cognitive Development	10	
23	Peer Review		Draft Outline
25	Freud's Psychoanalytical Theory	11	
30	Discuss & Groups		
11/1	Erikson and the Eight Stages of Life	12	
6	Discuss & Groups		
8	Mahler's Separation/Individuation Theory	13	
13	Discuss & Groups		
15	Jung's Theory of Adulthood	16	
20	Discuss & Groups		
22	Chomsky's Theory of Language Development	17	
27	Peer Review		Final Outline
29	Discuss Presentation Option on 12/5		
12/4	Poster Presentations		Poster
-----	HD Conference		
6	Recap & Groups		
<b>Finals Week 12/11- 12/15</b>	Check your course schedule for our time and place for Finals Week.		Paper Due (1 hard copy package and 1 electronic version of the paper)