

San José State University
Department of Child & Adolescent Development
Department of Kinesiology
ChAD/KIN 67, Development of Human Potential
Fall 2009, Section 1

	ChAD	KIN
Instructor:	Laura Pirazzi	Alison White
Office Location:	SH 232	SPX 301
Telephone:	(408) 924-3718	(408) 924-3057
Email:	lpirazzi@email.sjsu.edu	awhite@kin.sjsu.edu
Office Hours:	MW 10:45-11:45am & by appt	TR 10:45-12:00 and by appointment
Class Days/Time:	Mondays & Wednesdays 12:00-1:15pm	
Classroom:	Sweeney Hall 239	
Prerequisites:	None	
GE Category:	Area E – Human Understanding & Development	

Course Description

Examines the interaction of psychosocial, cognitive, psychomotor, and physical attributes as related to the development and realization of human potential across the lifespan in a contemporary, multicultural society. (3 units)

Note: KIN majors or minors will not receive major/minor credit for this course.

This course is designed to promote the contemporary and scientific understanding of human development with emphasis on basic similarities common to all human beings. Individual and group differences, as well as current social issues, are studied from both developmental and interdisciplinary perspectives. Knowledge gained throughout the course will be applied to the student's real-life problem-solving situations within both academic and social contexts.

GE Area E (Human Understanding & Development) Goal

Students will understand themselves as integrated physiological, social, and psychological entities who are able to formulate strategies for lifelong personal development. The course will address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development.

GE Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

- (1) recognize the physiological, social/cultural, and psychological influences on their well-being.
- (2) recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.
- (3) use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.
- (4) recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Course-Specific Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- (5) explain how genetic and environmental factors interact to affect the process of development.
- (6) identify developmental tasks at different stages of the lifespan and ways of achieving these tasks.
- (7) utilize developmental theories in coping with problems and crises that arise at different stages of the lifespan.
- (8) understand various social issues and policies that affect the integrated person throughout development (e.g., day-care, use of performance-enhancing drugs, care of the elderly).
- (9) utilize resources to improve the quality of decision making within campus social systems as well as throughout life.
- (10) understand the broad implications of communication systems, mass media, recreational facilities, and employment opportunities available through and beyond campus resources.

GE Area E Content

To enable students to achieve the outcomes described above, this course includes:

- * a focus on the interdependence of the physiological, social/cultural, and psychological factors that contribute to the process of human development and determine the limitations, potential, and options of the individual across the lifespan;
- * an understanding of the university as a learning center for the integrated person, an introduction to its resources, and an appreciation for the intellectual and social vitality of the campus community;
- * an inventory and evaluation of university-level learning skills (e.g., methods of inquiry, critical thinking, study skills, research skills, information literacy), and an exploration of the application of these skills to the student's academic and personal development;
- * an understanding of ethics and integrity in academic and non-academic settings.

Required Custom Textbooks

Berger, K. S. (2008). *The developing person through the lifespan* (7th ed.). New York: Worth.
Payne, V. G., & Isaacs, L. D. (2008). *Human motor development: A lifespan approach* (7th ed.). New York: McGraw-Hill.

Course Format

The course will consist of a combination of lecture and class discussion. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required textbooks will be used as a basis for understanding issues in lifespan development. Lectures will present the points that are the most important for students to understand about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions at any time during the class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, procedures, and specific registration information. The [late drop policy](#) is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Exams

Exam or Assignment	Point Value	Format	SLO
KIN Half			
Quizzes	7	1 point each. Unannounced. May include multiple choice, true/false, and/or fill-in-the-blank.	
Exam	15	May include multiple choice, true/false, and/or short answer questions reflecting KIN lecture materials, readings, and supplements.	
Paper	12	3-4 page paper intended to reinforce the basic concepts as presented in class and in the text.	1, 2, 8, 9
Resource Assignments	10	This is to familiarize you with on campus resources. More information will be provided in class.	4, 10
Activity labs	6	Worth 3 points each. Attendance required for labs.	3, 5, 6
ChAD Half			
Quiz	7	Multiple choice, Chapters 1-13	
Final Exam (Tuesday, Dec. 15, 9:45am)	15	Multiple choice & short-answer, Chapters 1-25	
Term Paper	12	Three to four page paper examining student's chosen topic relevant to cognitive, social, and/or emotional development	1, 2, 9
Campus Resource Groups	4	In class, students will discuss campus resources with group members and then create a new campus resource	4, 10
Development Discussion	4	Students will discuss different developmental issues & theories with other students in class	5, 6, 7
Diversity Paper	8	In small groups, students will create questions to ask the diverse group of parent guest speakers (IN CLASS ON 11/18), and then submit individual papers based on findings	3, 8

Exams and assignment due dates are listed on the course schedule.

Make-up exams are permitted only for illness and emergency, and require written documentation. Students are responsible for notifying the instructor and making arrangements at the earliest possible time. All requests for make-up exams will be evaluated on an individual basis.

All assignments written outside of class must be typed, double spaced, and submitted to turnitin.com. You will receive a password and class ID number for each half of the course.

All assignments must be turned in on time to receive full credit. Any assignment that is not turned in will receive 0 points.

The two papers (one written in the ChAD half and one written in the KIN half) should reflect ChAD and KIN course content, and help you understand the connection between ChAD and KIN content. You will receive detailed instructions for writing the term papers. The term papers have the following two goals:

1. To understand the interdependence of the physiological, social/cultural, and psychological factors that contribute to the process of human development and determine the limitations, potential, and options of the individual across the lifespan.
2. To practice and engage in university-level learning skills (e.g. methods of inquiry, critical thinking, study skills, research skills, and information literacy), and an exploration of the application of these skills to students' academic and personal development.

As a core GE class, the minimum writing requirement is 1500 words, and writing will be assessed for correctness, clarity, and conciseness.

The [SJSU Writing Center](http://www.sjsu.edu/writingcenter/about) (<http://www.sjsu.edu/writingcenter/about>) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The staff can assist students at all levels to become better writers.

Grading Policy

The total points for the class is 100; 50 for the ChAD half and 50 for the KIN half. Students cannot pass the class by attending only half of the semester.

Assignment of Grades

97-100 = A+	93-96 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
Below 60 = F		

University Policies

Academic Integrity

The University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) located at (http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. Information about plagiarism can be obtained at the [MLK library](http://tutorials.sjlibrary.org/tutorial) web site at (<http://tutorials.sjlibrary.org/tutorial>). (See the plagiarism tutorial for more information.)

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability. The DRC is located in ADM 110 (408-924-6000 [voice] or 408-924-5990 [TDD]).

Proposed Course Schedule

(Subject to change with fair notice – any changes will be announced in class)

Date	Topic	Assignment
KIN Half		
M 8/24	Introduction to Motor Development	Payne & Isaacs, Chap. 1
W 8/26	Prenatal Development Concerns	
M 8/31	Infant Reflexes & Stereotypies	Payne & Isaacs, Chap. 9
W 9/2	Labor Day – No Class	
M 9/7	Voluntary Movements of Infancy	Payne & Isaacs, Chap. 10
W 9/9	Effects of Early Stimulation & Deprivation	
M 9/14	Fundamental Locomotion Skills	Payne & Isaacs, Chap. 12
W 9/16	Furlough Day – No Class	
M 9/21	Fundamental Object-Control Skills RESOURCE PAPER DUE	Payne & Isaacs, Chap. 13
W 9/23	Fine Motor Development	Payne & Isaacs, Chap. 11
M 9/28	Motor Development Lab: LAB DUE	
W 9/30	Growth & Maturation	Payne & Isaacs, Chap. 6
M 10/5	Health-Related Physical Fitness	Payne & Isaacs, Chap. 7 & Appendix C
W 10/7	Fitness Lab: LAB DUE	
M 10/12	Movement in Adulthood	Payne & Isaacs, Chap. 15
W 10/14	Midterm	
ChAD Half		
M 10/19	No Class	
W 10/21	Introduction to Developmental Theories	Berger, Chapters 1, 2

M 10/26	Infancy	Berger, Chapters 6, 7
W 10/28	Infancy, Early Childhood <u>In Class:</u> Campus Resource groups	Berger, Chapters 7, 9
M 11/2	Early Childhood	Berger, Chapters 9, 10
W 11/4	Middle Childhood <u>In Class:</u> Development Discussion	Berger, Chapters 12, 13
M 11/9	Middle Childhood <u>In Class:</u> Catch Phrase Review	Berger, Chapter 13
W 11/11	No Class- Veteran's Day	
M 11/16	Adolescence <u>In Class:</u> Quiz (Ch. 1-13) <u>In Class:</u> Diversity Groups	Berger, Chapter 15
W 11/18	<u>In Class:</u> Diverse Parenting Guest Speakers <u>DUE:</u> Term Paper topic	
M 11/23	Adolescence <u>DUE:</u> Diversity Paper	Berger, Chapters 15, 16
W 11/25	Early Adulthood	Berger, Chapters 18, 19
M 11/30	Middle Adulthood	Berger, Chapters 21, 22
W 12/2	Late Adulthood <u>DUE:</u> Term Paper	Berger, Chapters 24, 25
M 12/7	Finish Adulthood, Review for Final	
Tues, Dec. 15	Final Exam 9:45am-12:00	