

San José State University
Department of Child & Adolescent Development
Department of Kinesiology
ChAD/KIN 67, Development of Human Potential
Spring 2013, Section 1

	KIN	ChAD
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Office Hours:	T 10:30-11:30am & by appt	M 9:15-10:15am & by appt
Class Days/Time:	Mondays & Wednesdays 12:00-1:15pm	
Classroom:	Sweeney Hall 314	
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.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Required Custom Textbooks

ChAD: Berger, K. S. (2008). *The developing person through the lifespan* (8th ed.). New York: Worth.

KIN: 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](http://www.sjsu.edu/aars/policies/latedrops/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

ChAD Half			
Exam or Assignment	Point Value	Format	SLO
Development Discussion	3	In-class discussion focusing on different developmental theories	5, 6, 7
Campus Resource Assignment	6	Research SJSU campus resources	4, 10
Diversity Assignment	8	Writing assignment exploring diversity on campus	3, 8
Research Article Summary	5	Summarize a recent research article focusing on development during adulthood	2, 5-8
Participation	5	Various assignments, including pop quizzes and participation in class	1-10
Late Adulthood presentation	8	Present assigned readings from Chapters 24 & 25	5-8
Quiz	15	Multiple choice & short answer	1-10
Term Paper	25	Three to four page paper examining student's chosen topic relevant to cognitive, social, and/or emotional development	1, 2, 9
Midterm	25	Multiple choice & short-answer, Chapters 1-25	1-10
KIN Half			
More information about assignments will be given during the KIN half of the course			
Exam or Assignment	Point Value	Format	SLO
Resource Paper	10	Research campus resources to gain better understanding of programs on campus.	3,8,10
Diversity Assignments	2 x 10	Videos and discussion of the various differences in physical ability levels in regards to physical activity and motor development.	2,5
Research Paper	20	4-5 page paper examining student's chosen topic relevant to how motor learning can influence cognitive, social and emotional development.	1,2,9,5
Motor Lab	10	Practicing and evaluating the stages a processes involved in basic motor learning skills	1,3,4,6
Fitness Lab	10	Fitness evaluation to help the student understand their own personal fitness level and the steps that they can take to make themselves healthier.	1,2,4
Quizzes and other assignments	10		
Midterm	20	Multiple choice, fill in, short answer, essay	

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 sjsu.desire2learn.com.

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 200; 100 for the ChAD half and 100 for the KIN half. Students cannot pass the class by attending only half of the semester.

Assignment of Grades

194 - 200 = A+	186-193 = A	180-185 = A-
174-184 = B+	166-173 = B	160 - 165 = B-
154-159 = C+	146-153 = C	140-145 = C-
134-139 = D+	126-133 = D	120-125 = D-
Below 120 = 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)

ChAD Half		
W 1/23	Intro to ChAD/KIN 67	
M 1/28	Developmental Research	Berger, Chapter 1
W 1/30	Theories <u>In-class: Development discussion</u>	Berger, Chapter 2
M 2/4	Infancy	Berger, Chapters 6 & 7
W 2/6	Infancy & Early Childhood <u>DUE: Diversity Paper</u>	Berger, Chapters 7 & 9
M 2/11	Early Childhood	Berger, Chapters 9 & 10
W 2/13	Middle Childhood	Berger, Chapters 12 & 13
M 2/18	Middle Childhood, Review for quiz	Berger, Chapters 12 & 13
W 2/20	Quiz (Ch. 1-13) <u>In-class: Campus Resource Assignment</u>	
M 2/25	Adolescence <u>DUE: Term paper topic</u>	Berger, Chapters 15 & 16
W 2/27	Emerging Adulthood <u>DUE: Research summary</u>	Berger, Chapters 18 & 19
M 3/4	Adulthood	Berger, Chapters 21 & 22
W 3/6	Late Adulthood <u>In-class: presentations</u>	Berger, Chapters 24 & 25
M 3/11	Finish Late Adulthood, Review for midterm <u>DUE: Term paper</u>	

W 3/13	Midterm	Berger, Chapters 1-25
KIN Half		
M 3/18	Introduction to Motor Development/Social	Payne & Issac Chapter 1/3
W 3/20	Social Motor Development/Infant Reflexes	Payne & Issac Chapter 3/9
3/25-4/1	<i>No Class - Spring Break</i>	
W 4/3	Voluntary Movements	Payne & Issac Chapter 10
M 4/8	Fundamental Locomotion	Payne & Issac Chapter 12
W 4/10	Fundamental Object Control Resource Paper Due	Payne & Issac Chapter 13
M 4/15	In class Video Assignment	
W 4/17	Motor Development Lab (In class) Please dress appropriately.	
M 4/22	Fine Motor Skills	Payne & Issac Chapter 11
W 4/24	Growth and Maturation	Payne & Issac Chapter 6
M 4/29	Health Related Physical Fitness	Payne & Issac Chapter 7
W 5/1	Fitness Lab (In Class)	
M 5/6	In class video assignment	
W 5/8	Youth Sport	Payne & Issac Chapter 14
M 5/13	Movement in Adulthood	Payne & Issac Chapter 15
W 5/15	<u>Final Exam</u> 9:45am-12:00	