

San José State University  
Department of Child & Adolescent Development  
Department of Kinesiology  
ChAD/KIN 67 Development of Human Potential  
Fall 2013, Section 02

	<b>ChAD</b>	<b>KIN</b>
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<b>Office Hours:</b>	MW 10:30 – 11:15 or by appt.	Posted outside office/By appt.
<b>Class Days/Time:</b>	MW 9-10:15	MW 9-10:15
<b>Classroom:</b>	SH 314	SH 314
<b>Prerequisites:</b>	None	

**Required Reading**

1. Berger, K. (2011) *The Developing Person through the Lifespan*. New York: Worth Publishers. {Selected Chapters}
2. Payne, V.G., & Isaacs, L.D. (2012). *Human motor development: A lifespan approach* (8th ed.). New York: McGraw-Hill. Additional student resources are available at the Online Learning Center ([www.mhhe.com/payne8e](http://www.mhhe.com/payne8e)). {Selected Chapters}

**Course Overview**

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.

**Course Goals - GE Area E**

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.

**Student Learning Outcomes**

Upon completion of the course, students will:

- (1) recognize the physiological, social/cultural, and psychological influences on their well-being. (*GE Student Learning Objective 1*)
- (2) recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. (*GE Student Learning Objective 2*)
- (3) use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. (*GE Student Learning Objective 3*)
- (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. (*GE Student Learning Objective 4*)

- (5) be aware of 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.

### **Course Content**

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

- \* A. 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;
- \* B. 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;
- \* C. 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;
- \* D. an understanding of ethics and integrity in academic and non-academic settings.

### **Library Liaison**

For help with library resources and library research (including use of databases and on-line research materials – such as journal search engines) students are strongly encouraged to contact the ChAD Library Liaison: Bernd Becker (Bernd.Becker@sjsu.edu)/ KIN Library Liaison: Silke Higgins ([silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)).

### **Classroom Protocol**

Please arrive on time for the start of class. If you have to leave early, please avoid disrupting the class. If you have a laptop/tablet, please use it for class purposes only. Please turn off your cell phones and store in your backpack/purse/other. If we all show each other courtesy and respect we can maintain a pleasant classroom climate. Thank you.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at

[http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

### **Faculty Web Page and Messaging**

Copies of the course materials such as major assignment handouts, etc. may be found in the course shell in Canvas (CV) In the event I need to contact you for class purposes, I will send you an email via Canvas.

### **Credit Hour Policy**

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 practical. Other course structures will have equivalent workload expectations as described in the syllabus.

### **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 textbook 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 know about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions at any time during the class.

### **Course Requirements and Evaluation**

The total points for the class are 200; 100 for the ChAD half and 100 for the KIN half. Students cannot pass the class by attending only half of the semester. Any assignment that is not turned in will receive ZERO points.

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

#### **ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.**

\*There will be at least one exam in the first half of the course (midterm) and at least one exam in the second half of the course (final exam, not comprehensive).

\*Students will write two short term papers that reflect both ChAD and KIN course content, and which help students to 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".

\*Additionally, students will complete other assignments that are designed to help develop mastery of course content and GE learning objectives.

### **Assignments and Exams**

<b><u>KIN 67-02</u></b>			
Exam or Assignment	Point Value	Format	SLO
Term Paper	25	Research, interview & reflection-own Topic, 3-4 Pages.	1,2,3,4,9, A,C
Campus Resource Paper I	8	Identify & describe SJSU campus resources – 2 pages typed	4,9,10,B
Plagiarism Tutorial	2	Online through library website	C,D
In class activities/participation	10	In class participation, writings and/or group activities	1-10, A,C
Diversity Assignment I	10	Directed assignments and discussion/reflection on the various differences in physical ability levels in regards to physical activity and motor development.	1,2,5,8 A
Diversity Assignment II	10		
Motor Lab	5	Practicing and evaluating the stages and processes involved in basic motor learning skills	1,2,3,4,6 A
Fitness Lab	5	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 A
Exam 2	25	Multiple choice, T/F, short answer essays	1,2,5,6,7,8

<b><u>ChAD 67-02</u></b>			
	Point Value	Format	SLO/Content
Term Paper	25	Research, Interview & Reflection-Own Topic, 3-4 Pages.	1,2,3,4,9, A, C
Campus Resource Paper II	10	Identify & describe SJSU campus resources 2 pages typed.	4, 9, 10, B
In class activities & Participation	10	In class participation, writings and/or group activities.	1-10, A, C
Diversity Reflection #1	10	Journal related to text and diversity	1, 2, 4, 8, A, B, C
Development Reflection #2	10	Journal related to age, ethics, & text	4,5,6, 8, A, D
Development Group Summary	10	Group Summary of Concerns for Age/Developmental Period-Report	3, 6, 8,10, A, B, D
Exam	25	Multiple Choice, Short Answer	1,2,5,6,7,8

### **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-
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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		

**Late policy/Make-up exams:**

All papers and assignments must be completed on time. Late papers will receive a 10% deduction for each day late.

If you need to hand in an assignment late, you must contact me on the day it is due if not before. Any late assignments not discussed or turned in within a week of due date will result in zero points.

Make-up exams will be given only under truly extraordinary circumstances. Advanced notice regarding these extraordinary circumstances will permit me to be more flexible. If you are too ill to take an exam on the scheduled day, please leave me a message (or have someone message me) regarding your illness prior to class time. Be prepared to bring documentation of your illness.

If you wish to discuss your grade on any class assignment, you must contact me no later than one week after the graded assignment was returned.

*Extra Credit*

There is no extra credit in this class, please do not ask for individual opportunities for extra credit.

**University Policies**

**Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the Americans with 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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. As of August 2013, the DRC is now called the Accessible Education Center (AEC) <http://www.sjsu.edu/ace>.

**Campus Resources for You**

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



**ChAD/KIN 67-02  
Development of Human Potential:  
Fall 2013**

**KIN General Calendar** Please note that the schedule is subject to change with fair notice. This will occur either in class or via Canvas.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
W 8-21	Introductions & Syllabus	
M 8-26	Developmental Research	Berger, Chapter 1
M 8-28	Introduction to Motor Development/Social	Payne & Isaacs (P&I) Chapter 1/3
<b>M 9-2</b>	<b>Labor Day – Campus Closed</b>	
W 9-4	Social & Motor Development/Reflexes <b>Campus Resource I Due/Plagiarism Due (8/2pts.)</b>	P&I Chapter 3/10
M 9-9	Voluntary Movements of Infancy	P&I Chapter 11
W 9-11	Fundamental Locomotion Skills of Childhood	Chapter 13
M 9-16	Fine Motor/Fundamental Object Control Skills of Childhood	Chapter 12/Chapter 14
W 9-18	<b>Motor Development Lab/In class (5 points)</b> <b>**Dress for physical activity.</b>	
M 9-23	Youth Sports	Chapter 15
W 9-25	<b>In Class Assignment (10 points)</b>	
M 9-30	Growth & Maturation <b>Research Topic Due</b>	P&I Chapter 7
W 10-2	Physiological Changes: Health Related Physical Fitness	P&I Chapter 8
M 10-7	<b>Fitness Lab/In Class (5 points)</b> <b>**Dress for physical activity.</b>  <b>Research paper due (25 points)</b>	
W 10-9	<b>In Class Assignment (10 points)</b>	
W 10-14	Movement in Adulthood	P&I Chapter 17
W 10-16 M 10/21 Begin Part 2	<b>Exam I – KIN 67 (25 points)</b>	

**ChAD General Calendar** Please note that the schedule is subject to change with fair notice. This will occur either in class or via Canvas.

**ChAD General Calendar:** Please note that the schedule is subject to change with fair notice. This will occur either in class or via Canvas. (Calendar for Second Part of Course)

<b>Week/Date(s)</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Activity Due</b>
M 10/21 W 10/23	Introductions- Developmental Theories First 2 Years Infants-Toddlers	Berger Chapter 2 Berger Chapter 6	Sign up-Chapter Groups due on reading date
M 10/28 W 10/30	First 2 Years Infants-Toddlers Early Childhood-Preschool	Berger Chapter 7 Berger Chapter 9	Begin Chapter Groups (6 & 7)
<b>M 11/4</b> W 11/6	Early Childhood-Preschool School Age-6-11 years	Berger Chapter 10 Berger Chapter 12	<b>Campus Resource II</b>
M 11/11 no class <b>W 11/13</b>	School Age-6-11 years	Berger Chapter 13	<b>Diversity Journal</b>
M 11/18 W 11/20	Adolescence Adolescence	Berger Chapter 15 Berger Chapter 16	Research Paper Topic
M 11/25 W 11/27	Emerging/Early Adults Emerging/Early Adults	Berger Chapter 18 Berger Chapter 19	<b>Research Paper</b>
M 12/2 W 12/4	Middle Adulthood	Berger Chapter 21 Berger Chapter 22	
M 12/9 <b>W 12/11</b>	Late Adulthood/Wrap-UP Final Exam <b>7:15-9:30am</b>	Chapters 24 & 25 Course Materials	Remaining Groups-Review