

San José State University: *Fall, 2013*
ChAD/KIN 67 (*Section #6*): Development of Human Potential
9:00am, Tuesday/Thursday, Sweeney Hall 314

ChAD Instructor:	Elicia Miller	KIN Instructor:	Dan McClure
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Office Hours:	Tuesdays 8:00-9:00AM	Office Hours:	Tuesdays 12 – 1PM
Prerequisites:	None		

Required Reading

Custom Textbook using Selected Chapters from:

1. Berger, K. (2011) *The developing Person Through the Lifespan*. (8th ed). New York: Worth Publishers. {Selected Chapters }
2. Payne, V. G., & Isaacs, L. D. (2008). *Human motor development: A lifespan approach* (7th ed.). New York: McGraw-Hill. {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 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.

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.

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: Tina.Peterson@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; if you are expecting an *important* phone call put your phone on vibrate. 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](#). Add/drop deadlines can be found on the [current academic calendar](#). Please see the [Late Drop Policy](#) for information about the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#).

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

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.

ChAD Section (100pts)			
Exam or Assignment	Point Value	Format	SLO
In-class reflections/activities	13	Students will be prepared for unannounced in-class activities	
Campus Resources – Part 2	10	Students will “create” a new campus resource. (Course Content 2)	4
Diversity	10	Students will identify and describe a SJSU organization/club that is centered upon a culture or religion that is different from their own	3
Ethics and Integrity	10	Students will write a 2 page paper on how they would respond in a specific scenario (Course Content 4)	
Term paper	27	Students will write a three to four page paper (in APA format) on a topic relevant to cognitive, social, or emotional development (Course Content 1, 3)	1, 2
Midterm	30	Multiple choice and short answer	
*KIN section on next page			

KIN Section (100pts)			
Exam or Assignment	Point Value	Format	SLO
<i>In-class activities (unannounced)</i>	10	Students will participate in experiential learning relevant to Kinesiology.	1-10
Campus Resource Assignment 1	10	Students will identify and discuss four on-campus resources pertaining to physiological, cognitive, social and emotional development.	4, 10
Diversity Paper Assignment 2	10	Students will interview an older adult about their physical activity patterns, summarize, and discuss with classmates.	3, 5, 8
In-class assignment	10	Students will model and discuss various object control skills.	2
Term paper Assignment 3	25+5	Students will write a three to four page paper (in APA format) examining their chosen topic relevant to Kinesiology. 5 points will be for presenting your term paper.	1, 2, 9
Final	30		

DUE DATES

KIN:		ChAD:	
Exam	10/10/13	Exam	12/12/2013
Paper	10/08/13	Paper	11/26/2013
Assignments	09/10/13	Assignments	10/24/2013
	09/26/13		11/05/2013
			11/14/2013

GRADING CRITERIA

ChAD	KIN	COMBINED (FINAL GRADE)
A-/A/A+ = 90-100%	A-/A/A+ = 90-100%	A-/A/A+ = 90-100%
B-/B/B+ = 80-89%	B-/B/B+ = 80-89%	B-/B/B+ = 80-89%
C-/C/C+ = 70-79%	C-/C/C+ = 70-79%	C-/C/C+ = 70-79%
D-/D/D+ = 60-69%	D-/D/D+ = 60-69%	D-/D/D+ = 60-69%
F = 0-59%	0-59%	0-59%

Deadlines

No make-up exams will be given. Late papers will not be accepted without penalty (half a grade lost for each day the paper is late). All assignments must be turned in on time to receive full credit. *(If you have a special circumstance, see the instructor in advance, or give the instructor as much advance notice as possible.)*

Extra Credit

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

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The SJSU [Academic Integrity Policy](#), 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](#).

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 Policy S07-2 requires approval of instructors.

Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses, and its degrees – that includes students and potential employers. The Department of Child and Adolescent Development takes the issue of cheating and plagiarism seriously. All written assignments must be typed (double spaced) and submitted to Canvas unless otherwise noted. Submission to Canvas will also take care of submission to Turnitin.com. It also is your responsibility to make sure that your submission to Canvas was accepted and processed. There will be a penalty for failing to submit assignments to Canvas.

Access to Canvas can be found at: <http://www.sjsu.edu/ecampus/>

Plagiarism/Cheating will not be accepted in any assignments, papers, or exams! See the Schedule of Classes or the University Catalog for further information about the university policy on academic dishonesty. Any papers/exams/assignments that include minor plagiarism ("forgetting" to put in a quote, failing to cite a reference in text) will be given an F, and there will be NO possibility of resubmitting the paper/exam/assignment for further grading. Any student handing in a paper with extensive plagiarism or handing in someone else's paper from the current or a previous semester will receive a zero and will be referred to the administration. A second incident, no matter how minor will result in an F in the class and the student will be referred to the administration for disciplinary action. I will not accept the response that you did not know or realize what you were doing.

DEFINITIONS OF CHEATING: the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to: Copying, in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments. Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

DEFINITIONS OF PLAGIARISM: the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's scholarly works as one's own. Information about plagiarism can be obtained through [King Library](#). (See the plagiarism tutorial for assistance.)

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 [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Peer Connections

[Peer Connections](#) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Peer Connections is also where students can access the Peer Mentor Center. The Peer Mentor Center has three locations on campus. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required.

SJSU Writing Center

The [SJSU Writing Center](#) 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. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

PROPOSED SCHEDULE

Subject to change

Date	Topic	Assignment
KIN		
8/22/2013	Intro to KIN/CHAD 67	
8/27/2013	Motor Development and the 8 Dimensions of Wellness	Payne & Isaacs, Chap 1 & Handouts/PPoint
8/29/2013	Health-Related Physical Fitness	Payne & Isaacs, Chap 7
9/03/2013	Health-Related Physical Fitness	Payne & Isaacs, Chap 7
9/05/2013	Nutrition Across the Lifespan	Handouts/PPoint
9/10/2013	Infant Reflexes	Assignment 1 Due Handouts/PPoint Chap 9
9/12/2013	Voluntary Movement	Payne & Isaacs, Chap 10
9/17/2013	Voluntary Movement	Payne & Isaacs, Chap 10
9/19/2013	Active Adult Interview	Interview Day (no class)
9/24/2013	<u>DUE: Campus Recourse Assignment</u> Locomotion Skills	Payne & Isaacs, Chap 12
9/26/2013	Object Control Skills In-class Assignment (10 points)	Assignment 2 Due Payne & Isaacs, Chap 13
10/01/2013	Youth Sports	Payne & Isaacs, Chap 14
10/03/2013	Successful Aging	Payne & Isaacs, Chap 15
10/08/2013	Due: TERM PAPER & Presentations	Assignment 3 Due In-class Presentations
10/10/2013	EXAM KIN	
CHAD		
10/15/2013	Introduction to Human Development	Chapter 1
10/17/2013	Theories of Development	Chapter 2
10/22/2013	Cognitive and Psychosocial Development during Infancy and Toddlerhood	Chapters 6 & 7
10/24/2013	Cognitive Development during Early Childhood (Preschool Years)	Chapter 9 Assignment #1 Due: Campus Resources – Part 2

10/29/2013	Psychosocial Development during Early Childhood (Preschool Years)	Chapter 10		
10/31/2013	Cognitive and Psychosocial Development during Middle Childhood (School Years)	Chapters 12 & 13		
11/05/2013	Cognitive Development during Adolescence	Chapter 15 Assignment #2 Due: Diversity		
11/07/2013	Psychosocial Development during Adolescence	Chapter 16 Outline/proposal for Term Paper Due		
11/12/2013	Catch-up day To be determined	Chapter 18		
11/14/2013	Cognitive and Psychosocial Development during Early (Emerging) Adulthood	Chapter 19 Assignment #3 Due: Ethics and Integrity		
11/19/2013	Cognitive Development during Middle Adulthood	Chapter 21		
11/21/2013	Psychosocial Development during Middle Adulthood	Chapter 22		
11/26/2013	Cognitive Development during Late Adulthood	Chapter 24 Term Paper Due		
11/28/2013	No Class – Thanksgiving			
12/03/2013	Psychosocial Development during Late Adulthood	Chapter 25		
12/05/2013	Exam Review			
12/10/2013	No class			
FINAL EXAM	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Thursday, December 12</td> <td style="width: 50%;">0715-0930</td> </tr> </table>		Thursday, December 12	0715-0930
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