

**San Jose State University**  
**CHAD/KIN 67**  
**Development of Human Potential**

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**Required Reading**

*Custom Textbook using Selected Chapters from:*

1. Santrock, J.W. (2008) *Life-span development* (11<sup>th</sup> ed). New York: McGraw-Hill.
2. Payne, V. G., & Isaacs, L. D. (2011). *Human motor development: A lifespan approach* (8<sup>th</sup> ed.). New York: McGraw-Hill.

*This combined custom textbook is available at Spartan Bookstore.*

**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.

**Prerequisites:** None

**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.

### **Academic Honesty: Cheating and Plagiarism**

Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses,



and its degrees – that includes students and potential employers. Plagiarism/cheating will not be accepted in assignments, papers, or exams! All papers, assignments, and exams not written in class must be submitted to Turnitin.com. You will receive a password and class ID number for each half of the course. Any paper, exam, or assignment that includes 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

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 score. A second incident, no matter how minor, will result in an F in the class.

**Academic Integrity Statement** (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s 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. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)”.

**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: 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 others' scholarly works as one's own. Information about plagiarism can be obtained at [www.sjlibrary.org](http://www.sjlibrary.org). (See the plagiarism tutorial for more information.)

### **Course Accommodations**

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 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 DRC to establish a record of their disability." Students should contact the Disability Resource Center (DRC). ADM 110; 408-924-6000 (voice) or 408-924-5990 (TDD). You may access policies and services via the internet at [www.drc.sjsu.edu/policies/default.htm](http://www.drc.sjsu.edu/policies/default.htm).

### **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.)*

### **Course Requirements and Evaluation**

The total points for the class are 100; 50 for the ChAD half and 50 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.

**A. CHAD Section**

**(1) Exam**

There will be one exam worth 25% of the grade. Students are responsible for all materials assigned in the book and presented in lecture. Although the lecture and book assignment will overlap to a great extent, some material in the book may be presented in lecture. The exam will be based on both lecture and book. A scantron T&E 0200 is required for this exam

**(2) Paper**

The paper is intended to reinforce the basic concepts as presented in class and the text. This paper is worth 20% of your grade. Your paper should be 3-4 pages long (typed and double spaced). You will be provided with further guidelines for this assignment.

**(3) Thought papers**

You will be turning in one thought papers (worth 3% of your grade). This paper does not have to be supported with research evidence. The purpose of this paper is to help you reflect on some contemporary issues related to human development. Further details will be provided for this paper.

**(4) Diversity Project**

This assignment relates to your awareness of diversity within the SJSU campus (worth 2% of your grade). Further details will be provided for this assignment.

**. B. KIN Section**

**(1) Exam**

There will be one exam worth 50% of the grade. The exam may include multiple choice, true false, and/or short answer questions reflecting lecture material and assigned readings from text, course supplements, and videos. A scantron T&E 0200 is required for this exam.

**(2) Paper**

The paper is intended to reinforce the basic concepts as presented in class and the text. This paper is worth 30% of your grade. Your paper should be 3-4 pages long (typed and double spaced). You will be provided with further guidelines for this assignment.

**(3) Diversity night**

This project is worth 20% of the grade. You will be given an in class assignment that relates to your awareness of diversity within the SJSU campus. This assignment will be completed and returned on the required date. Failure to be present will result in a lower grade awarded for this assignment.

**DUE DATES**

**(KIN )Thought paper TBA**  
**Exam TBA**  
**Diversity Night TBA**

**(CHAD)**

Thought Paper

Exam 1

Exam 2

Paper (ChAd)

Diversity Paper

**GRADING CRITERIA**

ChAD

A-/A/A+ = 90-100%

B-/B/B+ = 80-89%

C-/C/C+ = 70-79%

D-/D/D+ = 60-69%

F = 0-59%

KIN

A-/A/A+ = 90-100%

B-/B/B+ = 80-89%

C-/C/C+ = 70-79%

D-/D/D+ = 60-69%

0-59%

COMBINED (FINAL GRADE)

A-/A/A+ = 90-100%

B-/B/B+ = 80-89%

C-/C/C+ = 70-79%

D-/D/D+ = 60-69%

0-59%

*Below is a sample class schedule set up for ChAD 1<sup>st</sup> and KIN 2<sup>nd</sup>. This order can be reversed so that KIN precedes ChAD. ChAD faculty should adhere to the reading assignments; KIN faculty need to follow the reading assignments set up in KIN. Specific deadlines and due dates are up to each set of instructors. The department who teaches the first half (KIN or ChAD) should use Santrock Chapter 1 as the introductory assignment.*

## PROPOSED SCHEDULE

<b>KIN</b>		
1/26, 2/2	Introduction to Motor Development	Payne & Isaacs, Chap. 1
2/2	Growth and Maturation & Video	Payne & Isaacs, Chap. 6
2/9	Physiological Changes & Diversity Night	Payne & Isaacs, Chap. 7
2/16	Infant Reflexes and Voluntary Movements of Infancy	Payne & Isaacs, Chap. 9& 10
2/23	Fine Motor Development/Paper Presentations	Payne & Isaacs, Chap. 11
3/1	Fundamental Locomotion Skills & Object-Control Skills of Childhood /Youth Sports/Movement in Adulthood/Paper Presentations	Payne & Isaacs, Chap. 12,13,14&15
3/8	Youth Sports & Movement in Adulthood Appendix C&D/Paper Presentation/Exam Prep	Payne & Isaacs, Chap. 14&15
<b>3/15</b>	<b>1<sup>st</sup> Half Exam</b>	

<b>ChAD</b>		
3/22,4/5	Introduction to Human Development	Berger, Chap. 1&2
4/12	Infancy and Toddlerhood	Berger, Chap. 6& 7
4/19	Preschool Years/Thought paper due	Berger Chaps. 9 & 10
4/27	School Years <b>EXAM 1</b>	Berger, Chaps. 12&13
5/3	Adolescence & Early Adulthood	Berger, Chaps. 15,16,18,19
5/10	Middle & Late Adulthood	Berger, Chaps. 21,22,24,25
5/17	Exam II	