

San José State University
Department of Child & Adolescent Development/ Department of Kinesiology
ChAD/KIN 67, Development of Human Potential
Spring 2012, Section 3

	ChAD	KIN
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Office Hours:	Tue/Thu 8-9am & by appt	Office hours: TBA
Class Days/Time:	Tuesday and Thursday 9 to 10:15am	
Classroom:	Sweeney Hall 434	
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. (2011). *The developing person through the lifespan* (8th 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](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

All assignments for this course completed outside of class must be submitted to the "Dropbox" in D2L on the due date before class starts.

You will need to turn in a paper-copy of your assignment in class as well as the submission receipt.

Exam or Assignment	Point Value	Format	SLO
ChAD Half			
Quizzes (unannounced)	6	Multiple Choice	
Campus Resource Assignment	5	Students research and write about four resources, one for each of the four domains of development.	4,10
Diversity Assignment	6	Students will interview 2 different people and discuss findings with group members.	3,8
Term Paper	10	Three to four page paper examining student's chosen topic relevant to cognitive, social, and/or emotional development	1,2,9
Midterm 1	10	Multiple Choice, Chapters 1-13	
Midterm 2	13	Multiple Choice and Short Answer, (Chapters 15-25)	
KIN Half			
Quizzes (unannounced)	8		
Campus Resource Part 2	5	Students will "create" a new campus resource.	4, 10
Diversity Paper	7	Students will observe the movement behavior of another person, summarize their results and discuss them with classmates.	3, 8
In-class assignment	5	Students will model and discuss various object control skills.	2
Term paper	10	Students will write a three to four page paper examining their chosen topic relevant to Kinesiology.	1, 2 9
Final	15		

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

Make-up exams are permitted only for illness and serious 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 Dropbox in D2L.

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)

ChAD Half		
Thu 1/26	Introduction to Human Development.	
Tue 1/31	Developmental research and theories	Berger Chapters 1, 2
Thu 2/2	Infancy	Berger Chapters 6, 7
Tue 2/7	Infancy Diversity Group Discussion	Berger Chapters 7
Thu 2/9	Early Childhood	Berger Chapter 9
Tue 2/14	Early Childhood, Middle Childhood	Berger Chapters 12 DUE: Diversity Paper
Thu 2/16	Middle Childhood	Berger Chapter 12, 13
Tue 2/21	Midterm 1 (Ch. 1-13)	
Thu 2/23	Adolescence	Berger Chapters 15
Tue 2/28	Adolescence	Berger Chapters 16
Thu 3/1	Early Adulthood	Berger Chapters 18 DUE: Campus Resource Paper
Tue 3/6	Early Adulthood	Berger Chapter 19
Thu 3/8	Middle Adulthood	Berger Chapters 21, 22
Tue 3/13	Late Adulthood	Berger Chapters 24, 25
Thu 3/15	Finish Adulthood Catch-Up & Review	Berger Chapter 25
Tue 3/20	Midterm 2 (Ch. 15-25)	DUE: Term Paper
KIN Half		
03/22/12	Introduction to Motor Development	Payne, Ch 1
03/27/12	Best Week Ever	
03/29/12	Best Week Ever	
04/03/12	Growth and Maturation	Payne, Ch 6
04/05/12	Physiological Changes: Health-Related Physical fitness	Payne, Ch 7
04/10/12	Physiological Changes: Health-Related Physical Fitness	Payne, Ch 7

04/12/12	Infant Reflexes and Stereotypies	Payne, Ch 9 DUE: Campus Resource Paper
04/17/12	Voluntary Movements and Infancy	Payne, Ch 10
04/19/12	Fine Motor Development	Payne, Ch 11
04/24/12	Fundamental Locomotion Skills of Childhood	Payne, Ch 12
04/26/12	Fundamental Object-Control Skills of Childhood	Payne, Ch 13
05/01/12	In class activity	DUE: Diversity Paper
05/03/12	Youth Sports	Payne, Ch 14
05/08/12	Movement in Adulthood	Payne, Ch 15
05/10/12	Movement in Adulthood	Payne, Ch 15
05/15/12	Review	DUE: Term Paper
FINAL EXAM	http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1637.html	