

## **HDFS 431B Advanced Human Development: Childhood**

Wintermester 2019

### **Number of Credits**

3

### **Instructor**

Dr. Walsh

### **Catalog Description**

Development of children from age 3 to preadolescence, with an emphasis on research, theory, and application.

### **Required Textbooks/Materials**

The following texts are required material in this course:

Berger, K. S. (2018). *The developing person through childhood* (8th ed.). New York: Worth.

Other readings are dependent upon the selected topic of each student. The selected topics include: (a) media and brain development, (b) early childhood education, (c) play, (d) autism, (e) resilience, and (f) bullying.

### **Student Learning Outcomes**

Upon successfully completing HDFS 431B, students will be able to

- develop preliminary skills in direct observation of children ages 3 to 6 years and will focus on one major domain of development;
- write about typical child development by answering short essay questions throughout the semester and in the final exam;
- demonstrate their knowledge, comprehension, and analysis of child development by participating in class discussions and activities;
- demonstrate knowledge and comprehension of one child development related topic (media and brain development, early childhood education, play, autism, resilience, or bullying);
- select one empirical article on one child development related topic (media and brain development, early childhood education, play, autism, resilience, or bullying) and provide a summary;

- select four other sources on one selected topic and provide a synthesis and evaluation of the content on their selected topic; and
- lead a 12 to 15 minute discussion on selected topic using five sources (including one empirical source).

## First Week of Materials/Assignments

The following schedule is subject to change:

*January 2:* Course Overview, Syllabus, Introduction, Chapter 1

*January 3:* Theories, Chapter 2

*January 7:* Early Childhood: Biosocial Development, Media and Brain Development, Chapter 3

## Course Details

The field has a large storehouse of research, theory, and practical applications about child development. In this class, we will primarily look at early childhood and middle childhood development. (although some researchers consider child development to span the first 20 years of life!)

I first became interested in developmental science as a college student. I was taking a course called developmental psychology and my sisters were in early childhood at the time. I got to see many of the concepts in our textbook unfold before my eyes. I also started to form many questions and this prompted me to earn a Ph.D. in child development.

We will mostly focus on typical development but this course will also include integration of atypical development. The required text takes an ages and stages approach and is divided into developmental domains (biosocial, cognitive, and psychosocial). In this course, we will use lectures, small group in-class activities, videos, large group discussions, direct observation, and additional required readings that are on a specialized topic (media and brain development, early childhood education, play, autism, resilience, and bullying).

The course is offered through the Human Development and Family Studies (HDFS) program. Within our explorations of child development, we will also explore contextual factors, such as the family that influence child development (and vice versa).

## Grade Breakdown

The point distribution for the course is:

Assignment	Points
Participation	80
Selected Topic (Paper and Discussion)	200
Observation	100
Developmental Topic Notes	120

<b>Assignment</b>	<b>Points</b>
Exam	100
<i>Total</i>	<i>600</i>

The percentage distribution for the course is:

<b>Letter</b>	<b>Percentage</b>
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D+	67–69
D	65–66
D-	62–64
F	below 62