



HFST 1500

Division: Social and Behavioral Science

Department: Home and Family Studies

Course: HFST 1500

Title: Human Development

Catalog Description:

In this course students learn about the fundamental principles of growth and development from conception through childhood to old age. The course includes the study of the biological process of development, as well as the emotional, social and cognitive development of the individual within a cultural and historical context.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

This course is designed to give students a basic introduction to the study of human growth and development. The course serves as a prerequisite for a number of other classes offered within the Department of Home and Family Studies, as well as majors offered at the university level. Those majors include Child Development, Family AND Consumer Science Education, Early Childhood Education, Elementary Education, Family Studies and Nursing. The course currently fills the Social and Behavioral Science general education category at Snow College and most other institutions in the Utah State system of Higher Education. The course is taught at all of the institutions in the system.

Student Learning Outcomes:

Students will be able to apply the major theories in the field of Human Development to their own life.

Students will know the different methods used in conducting scientific research in the social sciences.

Students will examine current research in the field of Human Development.

Students will know the developmental stages and the typical behavior for each of these stages throughout the life span.

Students will know the cognitive, social and biological processes associated with development across the life span.

Students will be able evaluate behavior from a historical and cultural context.

Content:

- Foundations
 - Research methods
 - Theoretical foundations
 - Genetic Influences
- Infancy and Toddlerhood
 - Prenatal Development and Birth
 - Biosocial Development in Infancy and Toddlerhood
 - Cognitive Development in Infancy and Toddlerhood
 - Psychosocial Development in Infancy and Toddlerhood
- Early Childhood/The Play Years
 - Biosocial Development in the Play Years
 - Cognitive Development in the Play Years
 - Psychosocial Development in the Play Years
- Middle Childhood/The School Years
 - Biosocial Development in the School Years
 - Cognitive Development in the School Years
 - Psychosocial Development in the School Years
- Adolescence
 - Biosocial Development in Adolescence
 - Cognitive Development in Adolescence
 - Psychosocial Development in Adolescence
- Early Adulthood
 - Biosocial Development in Early Adulthood
 - Cognitive Development in Early Adulthood
- Middle Adulthood
 - Biosocial Development in Middle Adulthood
 - Cognitive Development in Middle Adulthood
 - Psychosocial Development in Middle Adulthood
- Late Adulthood
 - Biosocial Development in Late Adulthood
 - Cognitive Development in Late Adulthood
 - Psychosocial Development in Late Adulthood
 - Death and Dying

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are required to read the textbook. Students are required to find five (5) articles from professional research journals, read them and write a one-page summary or abstract of each article. Abstracts are evaluated on their comprehensibility.

2) Write clearly, informatively, and persuasively.

Each student is required to write a 3-4 page paper describing an event that has taken place in their life. As part of this assignment they are required to use the theories we have talked about in class to analyze the impact this event has had on their development and current behavior. Students (in groups of 5-6) are required to write a 7-page research paper using the information gathered from the abstracts they have written earlier. This paper is to be written in APA style.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students are required to find five (5) articles from professional research journals, read them and write a one page summary or abstract for each article. Students are encouraged to retrieve these articles using Ebscohost on the library's web page. If a student's article is not from an acceptable source, they are allowed to redo the assignment if they want, the goal being that they learn how to find "professional" sources and use them.

5) Apply a cultural and historical awareness to a variety of phenomena.

As is stated in the course description, students examine behavior and development not only as a biological process but within cultural and historical contexts. For example, as we discuss Freud's theory we talk about how the historical era in which he studied influenced what he had to say. (If Freud were alive today, would he have the same beliefs?) We also discuss how the tools of our culture have changed throughout history and how what is valued by one culture may have little or no meaning for another. We also talk about how fatherhood has evolved over time.

7) Apply scientific reasoning to a variety of contexts.

Students are given an assignment in which they are asked to answer a research question that they have. Part of that assignment requires them to identify which research method they would use and what are the potential problems with using that research method. Students are then asked to predict the outcome of their study. This activity is sometimes done in groups and sometimes done individually.

Key Performance Indicators:

- Observations (8 @ 5 pts. each) 5%
- Self-Evaluation Paper (100 pts) 12%
- Abstracts (5 @ 20 pts. each) 12%
- Group Research Paper (50 pts.) 6%
- Volunteer Hours (7 @ 15 pts. each) 12%
- Tests (3 @ 100 pts. each) 35%
- Final Exam (150 pts.) 18%

Percentages are approximate.

Representative Text and/or Supplies:

Berger, Kathleen, *The Developing Person Through the Life Span*. Worth Publishing.

Signatures:

I hereby submit this course syllabus:

Tracie Bradley, MEd, Associate Professor

I hereby find this course consistent with the goals and resources of the Home and Family Studies Department:

Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)