Miyazaki International College

Course Syllabus

Spring 2018

Course Title (Credits)	PSY308 Human Development (3)
Course Designation for TC	Required
Content Teacher	
Instructor	Aya Kasai, Ph.D. LMFT
E-mail address	akasai@sky.miyazaki-mic.ac.jp
Office/Ext	1-405 / 3730
Office hours	Mon / Wed 15:30 – 17:00 and by appointment
Language Teacher	
Instructor	N/A
E-mail address	N/A
Office/Ext	N/A
Office hours	N/A

Course Description:
(From the MIC Bulletin) The course presents an overview of human development from birth until old age. Studying development means studying change over time. This course reviews change in the physical, cognitive, and social domains as well as the influence of developmental context (e.g., the family school, peers, the workplace, culture, etc.) within each domain. Students will be encouraged to think critically about theory and research in developmental psychology and apply that knowledge to practical, social, and personal concerns.

Course Objectives:
- Learn basic human development (i.e., physical, cognitive and social domains) during infant, childhood, puberty, adolescence, adulthood and older adult.   - Learn the influence of developmental context, especially culture and education (e.g., the family, school, peers, the workplace, culture, etc.) within each domain.   - Think critically about theory and research in developmental psychology while considering the influence of developmental contexts.   - Develop English language skills by participating in class activities and by completing assignments.

Course Schedule:

Day	Topic	Content/Activities
Unit 1: Introduction to Human Development		
1	Course Overview	Introduction: Nature or nurture?

2	Prenatal development	Environmental effects on fetus development
3	Birth	Cultural difference in birth practice
4	Early learning	Learning capabilities of newborns
5	Issues in prenatal development	Cultural differences in co-sleeping practices
6	Unit review	Integration of human development theories and issues
Unit 2: Early Childhood Development		
7	Perceptual-motor development	Child observation studies
8	Attachment styles	Secure and insecure attachment
9	Language acquisitions	Early language acquisition
10	Piaget's theory	Developmental modal of Piaget
11	Issues in early childhood	Child abuse
12	Unit review	Integration of early childhood theories and issues
Unit 3: Middle Childhood and adolescence		
13	Social development	Process of social development and individuation
14	Social relationships	Horizontal and vertical relationships
15	Biological change	Brain development and mental processing
16	Adolescence	Psychology of puberty
17	Issues in adolescent	Poverty and human development
18	Unit review	Review of middle childhood and adolescence issues
Unit 4: Current issues in human development		
19	Identity development	Human sexuality and development
20	Media and children 1	Media and developmental issues for boys
21	Media and children 2	Media and developmental issues for girls
22	Identity and school life 1	Guest speaker
23	Identity and school life 2	Reflection and discussion on guest speaker
24	Unit review	Review of current issues in human development
Unit 5: Human Development Fieldwork		
25	Introduction to fieldwork	Fieldwork preparation
26	Introduction to fieldwork	Fieldwork preparation
27	Fieldwork	Visit to children's center
28	Fieldwork	Visit to children's center
29	Fieldwork	Visit to children's center
30	Fieldwork	Visit to children's center
	Final Exam	Final project
Required Materials: Students should have a two-hole binder or similar file for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, USB, writing utensils, dictionary are also required.		

Course Policies (Attendance, etc.):

LEARNING ENVIRONMENT:

- I will make an effort to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture.

- You will have the opportunity to demonstrate your leaning in both individual and group activates throughout the course. I will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening).

REASONABLE ACCOMMODATIONS:

- It is my goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible.

STUDENT RESPONSIBILITIES:

- As a course participant, it is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. You are expected to inform me in advance if you must miss a class. If you miss a class, it is your responsibility to obtain missing materials and catch up by talking to other students and/or the instructor.

- Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals. All other absence from class will be considered "unexcused". Five unexcused absences will result in your required withdrawal from the course.

- All written work must be in your own words. No direct quotes of any kind will be accepted for any written work that is to be graded.

- The instructor may change assignments at any time.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. This review and preparation is done in your free time and should include a careful reading of any assigned texts, identification of the main concepts and arguments in those texts, review of class notes, preparation of questions for the instructor about the assigned materials, and preparation for class activities, discussions and debates.

Grades and Grading Standards:
1. Active participation (15%)
2. Homework, reading, assignments completion, quiz (45%)
3. Midterm and final project (40%)
Methods of Feedback:
Generally, feedback for assignments will be given in two weeks as written comments or as points.
Diploma Policy Objectives:
Work completed in this course helps students achieve the following Diploma Policy objective(s): • Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) • The ability to identify and solve problems • Advanced communicative proficiency in both Japanese and English
Notes:

文部科学省から採択された 大学教育再生加速プログラム Acceleration Program		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems / Information Gathering / Assessment of Credibility	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
Advanced Communication Proficiency	Public Speaking / Social Skills / Professional Skills	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
Global Perspectives	Cultural Relevancy / Awareness of Current Events & Global Issues	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
English Language Ability	Reading / Writing / Oral Communication	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
Japanese Language Ability	Reading / Writing / Oral Communication	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	