Miyazaki International College

Course Syllabus

Spring 2019

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| 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 |

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| 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.   Class activities include:   * Interactive lectures / discussion * Fieldwork * Reading / writing / film * Group projects * Oral presentations | | |
| 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 | Report on child welfare due |
|  | Final Exam |  |
| 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 and 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:**   * If you miss a class during add/drop week for unexcused reasons, your place maybe given to a waitlisted student. * 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):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.  3. The ability to identify and solve problems.  4. Advanced communicative proficiency in both Japanese and English.  5. Proficiency in the use of information technology. | | |
| Notes: | | |
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