



15800 Calvary Road
Kansas City, MO 64147-1341

Syllabus

COURSE: SS324 D/ND Human Growth and Development
CREDIT: 3hrs
SEMESTER: Fall 2024 Session 2
TIME: Monday/Wednesday 2:30-3:50pm
INSTRUCTOR: Tressa Barnes
CONTACT INFO: Tressa.barnes@calvary.edu

I. DESCRIPTION

A Christian approach to the study of human growth. This course deals with the individual's physical, intellectual, social, emotional, moral, and spiritual development through childhood, adolescence, and adulthood. (Prerequisite: EN112)

** This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

II. OBJECTIVES

General competencies to be achieved. The student will:

1. Develop a Christian approach to growing godly children
 - a. Program Objectives 3 & 4
 - b. Assignments A, B,C
2. Examine various aspects of human growth and development (MoStep 1.2.1)
 - a. Program Objectives 1 & 2
 - b. Assignments A,B,C, D

Specific competencies to be achieved. The student will:

1. Develop an awareness of human development and developmental changes and variables that affect each stage of life (MoStep 1.2.1)
 - a. Program Objective 2

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

- b. Assignment A, B, D
2. Examine the various theories associated with human growth and development (MoStep 1.2.1)
 - a. Program Objective 4
 - b. Assignments A, B,C,D
3. Recognize the influence of heredity and environment on human growth and development (MoStep 1.2.1)
 - a. Program Objectives 1 & 4
 - b. Assignments A, B, C, D
4. Identify characteristics associated with each stage of prenatal development (MoStep 1.2.1, 1.2.2)
 - a. Program Objectives 2 & 3
 - b. Assignment A, C, D, E
5. Become knowledgeable of physical, mental, and social developmental characteristics associated with each developmental stage
 - a. Program Objectives 1 & 4
 - b. Assignments A,B, C, D, E

III. REQUIREMENTS

- A. **READING:** Read each chapter completely and thoroughly.
- B. **DISCUSSION POSTS:** Write a 700 word essay on a topic in the reading each week and compare it to a biblical worldview.
 - a. Your report should contain an analysis and evaluation of the topic.
 - b. You will then read two other classmates essays and write a peer review.
- C. **ASSESSING A HUMAN GROWTH AND DEVELOPMENT ISSUE**
 1. Choose an area of human growth and development from the topic list provided that you would like to investigate and would be applicable to your field of study.
 2. Research the topic through written sources (secondary sources) and interviews (primary sources) from a variety of perspectives (i.e., popular press, Christian perspectives, scholarly reports, professional journals, etc.).
 3. Summarize the arguments for each perspective, evaluate all perspectives from a biblical worldview, and present your personal perspective.
 4. At least **8 sources** must be consulted, footnoted, and included in the bibliography of the paper. This research paper should be **10-12 pages in length. [Due one week from last class meeting]**
- D. **CROSS CULTURAL INVESTIGATION PAPER**

Identify a culture different from your own and research how they approach human growth and development in their society. You need to address at least 5 elements of the culture, with at least 3 of these explored in depth. This paper should contain at least seven pages of text with five sources. Consider such topics as:

1. Who provides child care – mother, father, grandparents, non-family persons, sibling, corporations, collective, etc.
2. Difference in treatment of children, and expectations for their futures based upon their gender.
3. What does gender look like? Are they trending towards non-gender.
4. What children are expected to learn on their own and what is expressly taught
5. Stages children are expected to go through, and at what ages they transition to each stage and when childhood ends
6. Rites of passage
7. Independence and dependence training
8. Educational expectations and opportunities
9. Vocational expectations and opportunities (child labor and/or chores)
10. Children’s attitudes toward elders and vice versa
11. Special status of children, such as mini-adult, weak and fragile, venerated, etc.
12. Evidence of how highly or lowly children are valued
13. Anything else that interests you and seems relevant
14. Due date in Canvas

E. EXAMINATIONS: There will be two exams over the content discussed in class.

IV. METHODS

Lectures, discussions, reports, reading

Students missing more than 4 class sessions automatically receive an “EA” (excessive absence) or failing grade for the course. Online students will be marked present for each class after they watch the class session video and answer the questions that were discussed in class.

Grading: Late assignments will be *penalized 1% of the grade on that assignment per calendar day.*

Reading	24%
Perspective Paper	16%
Cultures Paper	16%
Discussions/Attendance	20%
Exams	24%

See grading scale in the university catalog

V. MATERIALS

Arnett, Jeff. *Human Development a Cultural Approach*. London, UK, 2020. ISBN-13: 978-0133792423. Retail Price 90.00 (used \$45)

VI. ACADEMIC STATEMENTS

PERSONAL DEVICES: The use of cell phones, laptops, tablets, and related devices is permissible for educational purposes only (i.e note-taking or researching information pertinent to discussion), with prior approval from the instructor. **Use of electronic devices outside of educational purposes is expressly prohibited.** When not being used according to the guidelines established, electronic devices should be stored in students' belongings and out of sight. If a student has an emergency and are awaiting for an urgent phone call, they should inform the instructor ahead of time.

Failure to adhere to these policies may result in the student being asked to leave class, and marked as absent for the first offense. A second offense may result in withdrawal from the course.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

All class papers must follow the APA Style 7th edition of the APA Publication Manual.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the

writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

VII. TENTATIVE CLASS SCHEDULE

Subject to change. Homework assignments are in Canvas

Date	Assignment	Topic
Week 1	Discussion Post Reading Assigned Chapters	Exploring Child Development Heredity and the Environment Prenatal Development & Birth Physical Development in Infants & Toddlers
Week 2	Discussion Post Reading Assigned Chapters	Cognitive Development in Infants & Toddlers Social/Emotional Development in Infants & Toddlers Physical Development in Early Childhood Cognitive Development in Early Childhood
Week 3	Exam Discussion Post Reading Assigned Chapters	Social/Emotional Development in Early Childhood Physical Development in Middle Childhood Cognitive Development in Middle Childhood Social/Emotional Development in Middle Childhood
Week 4	Cross Cultural Paper Discussion Post Reading Assigned Chapters	Physical Development in Adolescence Cognitive Development in Adolescence Socioemotional Development in Adolescence
Week 5	Exam Discussion Post Reading Assigned Chapters	Understanding the Nature of Children Raising the Preschool Child Disciplining the Preschool Child Children's Health & Well-Being Attention Deficit Disorder Effective Parenting
Week 6	Discussion Post Reading Assigned Chapters	Disciplining the Elementary School Child To Spank or Not to Spank What's A Mother to Do? Education: Public, Private, & Home Schooling Sex Education: Where, When, and How Spiritual Life of the Family The Tougher Spiritual Questions
Week 7	Research Paper Due Discussion Post Reading Assigned Chapters	Sibling Rivalry Help for Single Parents & Stepparents Living with a Teenager The Delicate Art of Letting Go Advice to Young Adults

		Building Self-Confidence in Children & Teens
Week 8	Exam Discussion Post Reading Assigned Chapters	Making Marriage Work Money Matters Families under Fire The Great Marriage Killers The Sanctity of Life Issues Facing the Family Principles & Concepts