Course Title:
Psycho-Social Development

Course Number:
HR 5403-490

Course Description:
This course is intended to familiarize graduate students with concepts related to the diversity of human development across the lifespan. The course will address the impact of cultural context on the construct of human development. With emphasis on the psychosocial model of development, the course is intended to help prepare professionals with a working knowledge of issues and phases of human development. Also, the course will provide fundamental perspectives on different issues regarding developmental, psychological, and cultural understandings of individuals. The course will focus upon interpersonal and intrapersonal development issues that affect the well being of individuals. Developmental issues will be examined within the context of everyday life, with special attention paid to enhancing and facilitating developmental potential for professionals in the field. Thinking ‘outside the box’ is the spirit of this course that will enable us to see individual growth as a complexity of developmental issues, which are defined within geo-political and cultural entities. This challenging approach demands a critical lens that allows deep reflection on the professional applications in the field.

Course Dates:
November 1-December 31, 2012
Last day to enroll or drop without penalty: October 3, 2012

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:
Course Professor: Janette Habashi, Ph.D.
Mailing Address: OU Tulsa Schusterman Center, Room 1J26
4502 41st Street
Tulsa, OK 74135-2512
Telephone Number: (918) 660-3665
E-mail Address: jhabashi@ou.edu
Virtual Office Hours: Please contact professor for this information
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


3. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at http://libraries.ou.edu/eresources/reserves/; enter OU NetID (4x4) and password, and select course and access material. Please contact your local Site Director if you require assistance.

4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

Course Format:

This course adopts a seminar format for graduate students; it is expected that the student will be involved in reading the material carefully and be able to engage in discussion and exercise while demonstrating critical thinking and interest in the subject matter. Due to the nature of subjects, students will develop their ideas and concepts whereby their interest will guide them in being active in scholarly arenas. The class format will maximize students’ opportunity to interact and engage. Students are encouraged to keep a journal of their learning experience during the course. Students are encouraged to take advantage of the structure of the course, to read the material carefully and ask questions at the beginning of the course to keep from falling behind.

Course Objectives:

1. Understand the dynamics of psychosocial development in the modern world.
2. Understand the scope and the nature of the psychosocial model of human development.
3. Understand the role that development theory plays in our development of human beings in local and cross-cultural entities.
4. Understand methods of assessing developmental strengths and weaknesses of people from the socialization process.

Assignments, Grading, and Due Dates:

Given the course interest and the student academic level, as well as students’ backgrounds, class participation, readings and discussion are fundamental issues for this class. The assigned readings are designed according to weekly themes: every week the course will try to explore one theme in life span and adult development; however, some intersection might occur due to the complexity of subject.

1. Discussion Board Participation: you will post your views and deconstruct the reading in a professional manner. Discussion policy is included in the syllabus.

   Discussion tab on D2L at learn.ou.edu. 32 points.

   Elements included in the evaluation of discussion board participation will include evidence of critical thinking, clear identification of the issue, understanding of the problems, and the ability to
propose and evaluate solutions. All participants are expected to welcome open expression of opinion, attitudes and beliefs and to accept the legitimacy and value of dissent. In addition to respect for the ideas of your classmates and the instructor, common courtesy is also expected.

You are expected to post an original response pertaining to issues of the reading and post few responses to the comment of a classmate. Refer to the Discussion Rubric on course information on learn.ou.edu.

2. Observation: The student must select an age group as categorized in the Comparing Theories of Child Development and determine a forum for making a series of informed observations of a subject. Please refer to the Guidelines for more information. You are also expected to post a brief review of your experience at Discussion tab/observation on D2L at learn.ou.edu. **14 points.**

3. Interview a caregiver that is part of your observation location. Please refer to the Guidelines for more information. You are also expected to post a brief review of your experience at Discussion tab/observation on D2L at learn.ou.edu. **14 points.**

4. **Written paper #1.** Paper #1 is studying the Ecological theory through case study. Please refer to the outline for the case study assignment at D2L under the course content tab. There is the general information for writing quality. **20 points**

5. **Written paper #2.** Paper #2 is theorist’s roundtable. Please refer to psycho-social paper #2 at D2L under the course content tab. There is the general information for writing quality. **20 points**

**Grading:**

This is a letter-graded course: A, B, C, D, or F. Grades are based on total points, which are earned via objective and subjective scoring. A = 90-100%: superior work, B = 80-89 %: above average work, C = 70-79%: average work, D = 60-69%: below average work, F = below 60%: failing work.

Subjective criteria for evaluating work include quality of individual writing assignments, participation/quality in group papers, presentations, and discussions. Completion of work in a punctual manner is also part of the evaluation process.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Attendance Policy:**

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).
Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Distance Learning webpage and click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity.

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Janette Habashi, Ph.D.

Education
Educational Psychology, PhD. Kent State University

Current Positions
Assistant Professor, Department of Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest
• Social Science theories
• qualitative research
• Research interests are children and indigenous discourse.

Representative Publications and Presentations

Representative Honors and Awards Received
• 2005-2006 Child on the Wing Rockefeller Foundation Resident Fellowships, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, USA
• 2005-2006  Summer Fellowship, College of Arts and Science, University of Oklahoma, Oklahoma, USA
• 2005-2006  Presidential International Travel Fellowship Award, International Programs Center: University of Oklahoma, Oklahoma, USA
• 2005-2006  Nominated for outstanding dissertation award at the American Education Research Association- Social Context in Education (Division G), San Francisco, USA

Major Professional Affiliations

American Educational Research Association