The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

1. **Course Prefix/Number:** EDG7931

2. **Course Title:** Resilience in Human Development  
   Time: Mondays 5:00—8:50 p.m.  
   Room: EDU 253

3. **Instructor:** Tony Tan  
   Email: Tan@coedu.usf.edu  
   Tel: (813)-974-6496  
   Office: EDU380K  
   Office hours: Mondays 4:00—4:50 p.m.

4. **Course Requirement:** Graduate standing

**Important notes:**

1. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the dates(s) to the instructor, in writing, by the second class meeting.

2. Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany the request.

3. Students are entitled to one absence during the semester without excuse. For each absence after the first one, the overall course grade will be lowered by one-half a letter (e.g., from A to A-).

4. **Academic Dishonesty**

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.
Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssignment, or 3) ask students to submit their assignments to SafeAssignment through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information about SafeAssignment and plagiarism, go to http://www.c21te.usf.edu. Click on Plagiarism Resources. For information about plagiarism in USF’s Undergraduate Catalog, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

5. Course Description:

This course is for doctoral students who are interested in resiliency in human development. It fulfills the cognate requirement for students in the College of Education. Traditionally, psychopathological approaches were used to understand the outcome and mechanism of coping with adversities (such as abuse/neglect, abandonment, illness, war, crimes). As a result, a large body of literature was generated on the negative consequences or outcomes of adversities. These outcomes usually include such short-and long-term damages as impairment in interpersonal relationships, academic and career failures, or cognitive development delays. Although such approaches have provided valuable insights into the developmental pathways of human beings, they place little emphasis on the strength and positive outcomes of human beings in the face of adversities.

Recently, another approach has been used to understand why some individuals emerge from severe adversities without psychological scars. This approach seeks to understand the strength of human beings from various perspectives (e.g., biological, social-cultural and developmental perspectives). This approach, however, is not to deny the validity and contribution of other approaches. Rather, it focuses on the positive end of the spectrum.

In this course, we will examine the fundamental linking of risk and resilience as a dynamic process that evolves over the life course of human development. Dominant theoretical frameworks and research paradigms will be presented. Students will be able to formulate a clear answer to questions such as “What are the primary risk and protective factors at different stages of human development?” and “What are the intervention and prevention strategies that can be used to facilitate resilience?”
6. Course Objectives:

1-0 Demonstrate basic knowledge of scientific methods/tools used in studying resilience in human development (CF 2, 6, AP 7).

2-0 Demonstrate knowledge of theories that are essential to understanding resilience in human development (CF 2, 6, AP 7).

3-0 Acquire cultural and individual perspectives in understanding resilience (CF 2, 6, AP 7).

4-0 Learn to analyze risk and resilience factors in context (CF 2, 6, AP 7).

5-0 Learn to design intervention strategies to foster resilience among at-risk population (CF 2, 6, AP 7).

6-0 Demonstrate adequate skills in reporting cases and literature pertaining to a specific topic (CF 2, 6, AP 7).

7. Course Outline and readings: (some weekly readings will be handed out to you one week ahead)

August 29th: Introduction.

First Class. No readings

September 5th: No class. Labor Day

September 12th: Concept of resilience.


September 19th: General Theories in Human development. (I will give out guideline for the first paper)


September 26th: Risk and resilience in childhood


October 3rd: Risk and resilience in childhood (continued) (Video and discussions) (First paper due at the beginning of class)


October 10th: Risk and Resilience in adolescence (in-class team project)


October 17th: Risk and Resilience in adolescence

----- You don’t need to come to class (You will be asked to carry out a real-life observation/interview of risk/resilience in action and write a report).

October 24th: Risk and Resilience in adulthood

October 31st: Risk and Resilience in adulthood (continued) (Report paper due at the beginning of class).

--- video and discussion.

November 7th: The short/long-term outcome of risk and resilient children.


November 14th: Understanding risk and resilience in context


November 21st: Understanding risk and resilience in context (continued)


November 28th: Resilience in coping with adversities.


December 5th: Final student presentations.
Reading Resources


8. Evaluation

CF2 (content and professional knowledge).
CF6 (student learning and development).
AP7 (human development and learning).

Students are required to apply their knowledge of human development and learning across lifespan to a movie character. (Video case analysis).

9. Grading (No grade below “C” will be accepted toward a graduate degree. This includes C-.)

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Literature review:</td>
<td>15%</td>
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<td>Reflection essay:</td>
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Team project: 15%
Final Project: 30%

A+ 99-100%
A  92-98%
A- 90-91%
B+ 88-89%
B  82-87%
B- 80-81%
C+ 78-79%
C  72-77%
C- 70-71%
D+ 68-69%
D  62-67%
D- 60-61%
F  Below 60%

10. Rubric

Level 5:
An excellent job in recognizing developmental levels of human beings in their contexts. Demonstrates an appropriate application of human development and personality theories. The discussion is well organized and presented in a logical way. It includes details of a theory to the case. No spelling and grammatical errors.

Level 4:
A good job in recognizing developmental level of human beings in their contexts. Demonstrates acceptable application of human development and personality theories. The discussion is organized and presented in a fairly logical way. It includes description of a theory to the case.

Level 3:
A fair job recognizing developmental level of human beings in their contexts. Demonstrates acceptable application of human development and personality theories. The discussion is organized and presented in a fairly logical way. It includes description of a theory to the case.

Level 2:
Does not do an adequate job in recognizing developmental level of human beings in their contexts. Demonstrates acceptable application of human development and personality theories. The discussion is not organized and not presented in a logical way. It includes some awareness of theory to the case.

Level 1:
Fails to use theory appropriate.