Department of Educational Psychology

Development and Family Studies

**DFST 1013.003 Human Development**

**Course Syllabus and Calendar – Fall 2013**

**Instructor:** Judi Bradetich , M.S., M.M., CFLE

**Office:** Matthews Hall 316-J  **Phone:** (940)565-3962 **E-mail:**  [Learn](https://learn.unt.edu/)

**Office Hours**: MWF 10am – 12 pm; Tu/Th 9:30 am – 12 pm; or by appointment

**Mailbox:** Dept. of Educational Psychology Office, Matthews Hall 316

**Class meets:** MWF; 9:00 – 9:50 am; Business Leadership Building (BLB) 170

**Text:** Santrock, J. W. (2012). *A topical approach to lifespan development* (6th ed.). New York, NY: McGraw-Hill.

**Catalogue description:** Human Development.

Introduction to theories and processes of physical, cognitive, and social development of the individual from conception until death. Suitable for non-majors; satisfies the Social and Behavioral Sciences requirement of the **University Core Curriculum**. 3 hours.

**Course objective:**

The overall objective of the course is to provide the student with an in-depth study of issues surrounding physical, cognitive, social, and emotional development of the individual across the lifespan. Issues specifically addressed include: developmental theory, concepts, and research; physiological change across the lifespan; cognitive development: growth/decline in reasoning and processing skills, issues related to intelligence, language development, effect on decision-making; socio-emotional development: personality development, attachment/love, parent-child-peer relationships, aspects of culture; death.

**Objectives for courses in the UNT Social and Behavioral Science Core Curriculum:**

1. *Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.*
2. *Describe social institutions and processes across a range of historical periods, social structures, and cultures.*
3. *Use and critique alternative explanatory systems or theories.*
4. *Develop and communicate alternative explanations or solutions for contemporary social issues.*
5. *Analyze the effects of a number of elements, for example historical, social, political, economic, cultural and global forces on the area under study.*
6. *Identify and describe differences and commonalities among diverse cultures.*

Please activate and regularly check your EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>.

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. As a faculty member, I am committed to helping you be successful as a student.

Here’s how to succeed at UNT: **Show up**. *Find support*. **Take control**. Be prepared. **Get involved**. *Be persistent*.

To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](https://success.unt.edu/).

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

**Accommodations for Students with Disabilities:**

The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am more than happy to provide *reasonable accommodations* to students with disabilities, to not discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at [www.unt.edu/oda](file:///\\coe-fs.unt.ad.unt.edu\home\jhb0038\DFST%203113%20Infants\3113%20Infants%20Fall%202012\www.unt.edu\oda). Also, you may visit the Office of Disability Accommodation in the University Union (rm. 321) or phone (940) 565-4323.

The Student Evaluation of Teaching Effectiveness (**SETE**) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class was taught.  I am very interested in the feedback I get from students, as I strive to continually improve my teaching. I consider the SETE an important part of your participation in this class.The administration of the SETE will remain open through the week of finals.

1. PLAN on attending class regularly! **You will begin the semester with 41 Attendance points**; when you are absent or persistently tardy, points will be removed. **Non-attendance** will result in being dropped from the course by the instructor.
2. **It is possible to make up i-RATs**; your individual score will then be recorded as your team score for that particular test. It is **NOT** possible to make up Team-Based Activity participation points.
3. **All assignments must be turned in to the appropriate drop box by midnight on their due dates**

APA Assignment due: 9/27

Checklist of Article due: 10/18

**The Journal Article Review must be turned in via turnitin.com (on Learn).** You do not need a password when you upload it through this course.Be sure to keep a copy for your own records. **It is due: 11/1**

1. **FINAL GRADE:** Students will be evaluated accordingly:

Team-Based Learning Activities include t-RATs in-class activities, and peer evaluations

Attendance/in-class participation 10%

Individual RATs 15

APA Assignment 5

Checklist Evaluating Article 5

Journal Article Review 20

Team-Based Learning Activities 45

TOTAL 100%

It is **YOUR responsibility** to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken. **Dropping a class:** The deadline for dropping classes for this semester **without written consent** from the instructor is **9/11/2013**. Never assume you have been added to or dropped from a class without double-checking your Update Status.

**Format of the Class**

Team-based Learning will be implemented to support the learning and application of concepts about human development. Team-Based Learning *is “a special form of collaborative learning using a specific sequence of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion.”*

(Dr. Michael Sweet, UT Austin)

**TEAM-BASED LEARNING**

Team-Based Learning is NOT about covering content. It **IS** about **LEARNING TO DO SOMETHING** with the information you are learning. Therefore, when you come to class prepared, you will be rewarded by having the opportunity to see why the concepts are important to you. Your pre-class preparation will be assessed by **R**eading **A**ssurance **T**ests over larger conceptual blocks of content.

You will be placed in a team with 4 or 5 other students. You will need to plan to sit together to facilitate working as a team. All team-work will occur during the class period. Attendance will be taken through your team, and your participation will be evaluated by your peers. Team-Based Learning requires active participation by everyone in the team. The following is a list of what will occur in your teams:

* 1. **You will take** **RATs** (**Reading Assurance Tests**) as an individual and with your team to ensure that you understand the most important information that will be applied to the Team-Based Learning Activity. These **RATs will take place at the beginning of each WEEK**, to help prepare for activities. Study Guides are in Learn.
  2. **You will solve specific problems,** aka Team-Based Learning Activities.You will be asked to generate your own *written solutions* in class, and also work with your team members to come to a consensus about the solution, which you will write, report, and defend as a team. These will be the basis for class discussions.
  3. **You will evaluate your team members** in terms of preparation, flexibility, contributions and respect for the group (i.e., on-time and regular attendance).
  4. **You MUST attend class regularly. It is mandatory.** Please arrive early, as we will start promptly at 9 am. On the days that you have a RAT, the RAT will be given at the beginning of the class period.

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| **Week** | **Dates** | **Chapters to Read for RAT** | **Topics** | **Due**  **Dates** |
| 1 | 8/28, 30 | **Chapter 1** | Introduction  Lifespan theory, research |  |
| 2 | 9/4, 6 |
| 3 | 9/9, 11, 13 | **Chapter 2** | Biology, Prenatal Development |  |
| 4 | 9/16, 18, 20 | Chapter 3 | Physical Development |  |
| 5 | 9/23, 25, 27 | **Chapter 5\*** | Motor Development | APA due 9/27 |
| 6 | 9/30, 10/2, 4 | **Chapter 4\*** | Nutrition, Health | **Supertracker** |
| 7 | 10/7, 9, 11 | **Chapter 6** | Cognitive Development: Piaget & Vygotsky |  |
| 8 | 10/14, 16, 18 | **Chapters 7 & 8** | Information Processing Theory  Intelligence | Checklist due 10/18 |
| 9 | 10/21, 23, 25 | **Chapter 9** | Language Development |  |
| 10 | 10/28, 30, 11/1 | **Chapter 10** | Emotion, Temperament, Personality | Article Review due 11/1 |
| 11 | 11/4, 6, 8 | **Chapter 11 & 12** | Self & Gender Identity |  |
| 12 | 11/11, 13, 15 | **Chapter 13** | Moral Development |  |
| 13 | 11/18, 20, 22 | **Chapter 14 & 15** | Families, Friends |  |
| 14 | 11/25, 27 | **Chapter 16** | School and Work |  |
| 15 | 12/2, 4 | **Chapter 17** | Death & Dying |  |
| Finals | 12/9 - 13 |  |  |  |

**\* Chapter 5 will be covered before Chapter 4**

I reserve the right to make additions or changes to this syllabus and calendar, with written and verbal notification to the students.