University of North Texas

College of Education

Department of Educational Psychology

Development and Family Studies

**DFST 1013.003 Human Development**

**Course Syllabus and Calendar – Fall 2015**

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

**Office:** Matthews Hall 322-E  **Phone:** (940)565-3962 **E-mail:** [Learn](https://learn.unt.edu/)

**Office Hours**: MWF 10-11 am; Tu/Th 9:30 am – 12 pm; or by appointment

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

**TA:**  Kendal Smith, available through Blackboard/Learn

**Class meets:** MWF; 9:00 – 9:50 am; Business Leadership Building (BLB) 005

**Text:** Santrock, J. W. (2014). *A topical approach to lifespan development* (7th ed.). New York, NY: McGraw-Hill.

**Welcome to DFST 1013, Human Development across the Lifespan!**

I am glad you have chosen to take this course! It is important to study lifespan development because we invariably interact with all kinds and ages of people every day throughout our lives. The more we know about "normal" or “typical” growth and change, the more equipped we are to understand ourselves and the rest of the world, especially when we work and live with others who have different life experiences from our own. I hope you will find yourself carrying and applying the concepts and skills you learn here to your own life journey long after this class!

My favorite quote is “I am a part of all that I have met” (Ulysses by Alfred, Lord Tennyson). As I ponder and teach human growth and development over the lifespan, the quote becomes even more meaningful to me. I wonder how you will feel about it by the end of this course. I have adopted a new favorite quote this year. It is: “Teaching does not cause learning.” If teaching doesn’t cause learning, what causes learning?! That is what we will discover together in this class.

**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 LEARNING OBJECTIVES**

**The learner will be able to…**

1. **Realize** the importance of the study of human life-span development.
2. **Discover** significant influences that affect human development across the lifespan.
3. **Use** theories and understand how research guides practice.
4. **Recognize** the impact of culture upon development, and family and/or social interactions.
5. **Use** critical thinking and reflection to assess information, examine personal assumptions, and gain skills essential for lifelong learning.

**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.*

**Course overview**

 The purpose of this course is to provide you with an in-depth study of issues related to the overall developmental processes of the individual across the lifespan. Specifically, we will address theories and concepts explored and explained through research, including physiological changes such as body growth, motor skills, nutrition, and lifestyle choices. We will study cognitive development, the growth and decline in reasoning and mental processing skills, and issues related to intelligence, language development, and decision-making. We will also study socio-emotional development, including identity and personality development, attachment, parent and child relationships, friendships, and, finally, death and dying.

1. PLAN to attend class regularly! If you are absent or persistently tardy, you will risk being dropped from the course by the instructor.
2. **All assignments must be turned in electronically to the appropriate drop box by midnight on their due dates.** Assignments **must** be **submitted as Word documents** (.DOC).
* Be sure to keep copies of your assignments for your own records.
* To successfully turn in assignments, use a land-based computer. Hand-held electronic devices do not work well and will only increase your frustration.
1. **FINAL GRADE:** Students will be evaluated accordingly:

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Points |  | Grade weight |
| Attendance/in-class participation | 42 |  | 10% |
| Individual RATs | 420\* |  | 15% |
| **Assignments**APA AssignmentJournal Article Review | 2050 |  | 5%30% |
| **Team-Based Learning** T-RATsPeer EvaluationsTeam Activities | 560\*100 100\* |  | 15%10%15% |
| TOTALS | 1292\*  |  | 100% |

\*Totals subject to change, depending on number of questions per RATs and number of TBAs

**Instructor feedback**

 **It is MY responsibility as your instructor to provide clear instructions for assignments, learning activities and RATs. I am here to answer your questions to help you learn. I am truly interested in your success in this course!** I endeavor to complete grading of submitted assignments within 2 weeks of the submission.

 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 **9/11/2015**. Never assume you have been added to or dropped from a class without double-checking your Update Status.

**Class format: Team-Based Learning**

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, Northeastern University)

**TEAM-BASED LEARNING**

 Team-Based Learning™ (TBL) 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**ssessment **T**ests (RATs) 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 folder.Team-Based Learning requires active participation by everyone in the team. The following is a list of what will occur in the teams:

1. Each student must arrive at class having already read the assigned reading.
2. Reading Assurance Tests (RATs) will be administered to individuals (*i*-RATs).
3. After taking the test as an individual, each student will re-take the test with their team (*t*-RATs).
4. Students will participate in a mix of discussions and activities that require problem-solving and/or examination of specific concepts. Mini-lectures will be given by the instructor as needed.
5. Students will be asked to make specific recommendations or decisions and will practice applying the concepts they are learning as individuals and as teams.
6. Peers will evaluate each other’s participation, reliability and contribution to the team.
7. Peer evaluations are one component of each individual’s final grade.

**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. **Generally, the RATs will take place on Mondays,** unless otherwise noted. **If you arrive more than 5 minutes after the RAT has started, you will be able to take the team RAT with your team, but you will not be able to make up the individual RAT.**

**Resources for Success**

Here are links to a variety of support services:

[Office of Disability Accommodation](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?action=renderLinkModule&url=https%3A//disability.unt.edu/),

[Counseling and Testing Services](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?action=renderLinkModule&url=http%3A//studentaffairs.unt.edu/counseling-testing-services),

[UNT Libraries](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?action=renderLinkModule&url=https%3A//www.library.unt.edu/), [Online Tutoring](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?action=renderLinkModule&url=https%3A//ltc.unt.edu/labs/online-tutoring),

[UNT Writing Lab](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?action=renderLinkModule&url=https%3A//ltc.unt.edu/labs/unt-writing-lab-home)

UNT Portal: <http://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information for Off-Campus Users:
<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Computing and Information Technology Center:
<http://citc.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

**Computer Labs:** General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

**ACCESS TO INFORMATION: EAGLECONNECT**

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>.

**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:///%5C%5Ccoe-fs.unt.ad.unt.edu%5Chome%5Cjhb0038%5CDFST%203113%20Infants%5C3113%20Infants%20Fall%202012%5Cwww.unt.edu%5Coda). Also, you may visit the Office of Disability Accommodation in the University Union (rm. 321) or phone (940) 565-4323.

**ACCEPTABLE STUDENT BEHAVIOR**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://deanofstudents.unt.edu.

**EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

**STUDENT EVALUATION OF TEACHING**

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.

 **YOUR SUCCESS**

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/).

DFST 1013 Human Development CALENDAR – FALL 2015\

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|  | **Week** | **Dates** | **Read for RAT** | **Topics** | Comments |
| **Introduction** | 1 | 8/24, 8/26, 8/28 | **Syllabus****Chapter 1** | Introductions Review of syllabus, class policies, AssignmentsTheories of development, researchNormative and non-normative contexts of development | 8/26 RAT on syllabus and part of Chapter 18/31 RAT: 2nd half of Chap 1  |
| 2 | 8/31, 9/2, 9/4 |
| **Biological Processes** | 3 | 9/9, 9/11 | **Chapter 2** | Biology and Prenatal DevelopmentGenetic and environmental factorsBirth | 9/9 RAT Chap 2 |
| 4 | 9/14. 16, 18 | Chapter 3  | Physical Development and Biological AgingChanges in the body; brain developmentLife expectancy | 9/14 RAT Chap 3 |
| 5 | 9/21, 23, 25 | **Chapter 4** | Health, Illness, DiseaseNutrition and exerciseSubstance use | 9/21 RAT Chap 4 |
| 6 | 9/28, 9/30, 10/2 | **Chapter 5** | Motor, Sensory and Perceptual DevelopmentReflexes, Gross- and Fine-motor skillsIntermodal perception | 9/28 RAT Chap 5 |
| **Cognitive Processes** | 7 | 10/5, 7, 9 | **Chapter 6** | Piaget’s Theory of Cognitive DevelopmentVygotsky’s Socio-cultural ApproachCognitive changes over the lifespan | 10/5 RAT Chap 6APA due 10/11 |
| 8 | 10/12, 14, 16 | **Chapters** **7 & 8** | Information Processing TheoryAttention, Memory, MetacognitionIntelligence: tests, genetic/environmental factors; Extremes of intelligence | 10/12 RATChap 7 & 8 |
| 9 | 10/19, 21, 23 | **Chapter 9** | Language DevelopmentBiological and environmental influences | 10/19 RAT Chap 9 **Article Review due 10/25** |
| **Social-Emotional Processes** | 10 | 10/26, 28, 30 | **Chapter 10** | Emotional DevelopmentAttachment, goodness-of-fitTemperament and parenting  | 10/26 RATChap 10 |
| 11 | 11/2, 4, 6 | **Chapter 11 & 12** | The SelfSelf-understanding, self-esteem, self-regulationIdentity, Personality traitsGender stereotypes, behaviors, Sexuality | 11/2 RATChap 11 & 12 |

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|  | 12 | 11/9, 11, 13 | **Chapter 13** | Moral DevelopmentA.B.C.’s: Affect, Behavior, CognitionPro-social/Anti-social Behavior | 11/9 RAT Chap 13 |
| **Social Contexts** | 13 | 11/16, 18, 20 | **Chapter 14 & 15** | FamiliesLifestyleParentingRelationshipsFriends and Peers | 11/16 RATChap 14 & 15 |
| 14 | 11/23, 25 | **Chapter 16** | School AchievementWork, careers | 11/23 RAT Chap 16 |
|  | 15 | 11/30, 12/2 | **Chapter 17** | Death, Dying, and Grief | 11/30 RAT Chap 17 |
| Finals | 12/7 – 11 |  |

A Study Guide for each RAT is available online through Learn.

**Syllabus and Calendar Change Policy**I reserve the right to make additions or changes to this syllabus and/or calendar, with timely written and verbal notification to the students.