EPSY 5123.020/.026

Human Development Across the Lifespan

Department of Educational Psychology

College of Education

University of North Texas

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**PLEASE NOTE: Dr. Becky Glover is NOT the instructor of this class. Do NOT contact her. Contact me via email above or by phone. Dr. Glover CANNOT assist you with questions pertaining to this course. More info below.**

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| The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323. |

**Catalog Description**: Human Development Across the Lifespan. 3 hours. The processes and stages that individuals undergo as they progress from birth through old age and death are studied from a human ecological perspective. Developmental tasks and concepts are explored.

**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 theories as they relate to physical, cognitive, and social development; physical growth and change; cognitive development; issues regarding memory and intelligence; language development; and issues regarding social cognition (e.g., self-development, identity, moral reasoning, gender role, relationships, lifestyle patterns, vocational issues, personality).

**Required Textbook:**

APA handout, 6th ed. available on Bb (or the APA manual if you have one).

Sigelman, C.K., & Rider, E.A. (2015). *Life-span human development* (9thed.). Belmont, CA: Wadsworth,

Cengage Learning. ISBN-10: 1337100730 (WITH MindTap)

The resources ordered for this course include a loose leaf paper copy of the text and access to the ebook and MindTap features. The ebook and MindTap are available to you while you are enrolled in this class. I will be inserting additional material into the ebook for you to read. **You must DISABLE all popup blockers on your computer in order to be able to access these materials. Also, optimal browsers are Chrome and Firefox.**

The following videos have been provided by the publisher to help you register in the system:

Student registration instructions - <http://screencast.com/t/0S5aHTsye>

In addition, in Bb, I have posted a PDF provided by the publisher to help you access MindTap. You will find the video in Bb on the Course Content page in the folder labeled “Textbook and MindTap materials.”

MindTap is a compilation of activities and materials developed by Cengage Learning to assist you in mastering course content. Included in each chapter are materials labeled Reality Check, Mastery Training, and a Practice Test. All of these are optional for you to use. The Mastery Training activities are designed to help you process the material more deeply and to critically think about course content. Each Practice Test can help you review the material prior to each exam. While none of these “count” in your course average, all are helpful to you.

**Please NOTE:**

If you are a doctoral student in any PhD program in the Dept. of Educational Psychology you will be required to take and pass the EPSY Core exam after completing 24 hours of coursework. **Human Development/Life Span is one of the 4 competency areas on the Core exam**.

**Option 1: "ePack"**

This will give you instant access to MindTap, and the loose leaf version of the text will be shipped to you. You can purchase this through the university bookstore or the publisher’s website.

**Option 2:  Instant Access Code**

This provides the instant access code ONLY. You will be able to access MindTap, which comes with the complete eBook, but you will NOT have a hard copy of the text."

The Instant Access Code sells for $95.00 on the microsite.  The Barnes and Noble Campus Bookstore does not currently sale this option.

I would strongly encourage you to purchase the ePack (Option 1) that provides you with the loose leaf version of the text so that you will have the text to reference as you prepare for the Core exam.

I realize books are very expensive these days. If you have located a less costly copy of the text from another source, you will still need to use Option 2 above and get the access code for the ebook. The materials I am inserting into the ebook can be printed and added to your paper copy of the text.

**Blackboard (Bb):** You may access the course by going to <http://learn.unt.edu>. All UNT students are assigned an EUID. If you are not aware of what your EUID is or experience trouble with Bb Learn, please contact the **Bb Learn Student Help Desk:** Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu); Phone: 940.565.2324

**Websites:** **American Psychological Association (APA):** <http://www.apastyle.org/> - **or just Google “APA style” and many good materials pop up**

**Course quizzes and assignments:**

**1. Quizzes:**

All quizzes are accessed via the Assessment link in the left index from the Bb page.

There will be a total of 5 multiple choice quizzes covering the readings from the text; there will also be a syllabus quiz due within the first week of classes. **You must DISABLE all popup blockers on your computer in order to be able to take the quizzes.**

Each quiz will be available for only the dates/times indicted below. You may take the quizzes any time during the period in which they are available. However, you may attempt each quiz only one (1) time, and once you begin any quiz, you must complete it during the number of minutes allowed. For every quiz, each question item will be presented one at a time, and once a question has been answered, you will not be able to return to it for any reason.

Quiz 1 contains 30 questions; you will be allowed 45 minutes to complete this quiz. This means from the time you initially log into the quiz, you will have 45 minutes in which to complete it. Once the 45 minutes has passed, the computer will automatically log you out of the quiz. The computer will also automatically log anyone out of the quiz who is still working at 8:00 am on the last day the quiz is available.

Quizzes 2-5 contain 60 questions each; you will be allowed 90 minutes to complete each of these. Again, once you log into each quiz, you will have only 90 minutes in which to work.

In that this is an online course, you may take these quizzes from any location where you can access the internet. **It is your responsibility to arrange a schedule which enables you to take each quiz during the time frame designated.** They will not be made available at any other time. Please take each of these quizzes as you would in a “live” class, meaning complete them during a time in which you can work without distraction and without your book, notes, etc. The more distractions you have as you complete the quizzes, the more time you will lose as you work. If you have technical complications while you are taking a quiz, I am not able to help with those. Please contact the Student Help Desk at [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or by calling 940.565.2324.

**Dates available/**

**Amount of time allowed**

**Syllabus Quiz: Aug. 28, 1 am, thru Sept. 1, 8 am**

**25 mins.**

This quiz is worth 5% of your total grade. You must pass with a 100% in order to gain credit for this quiz. *You may take the quiz twice. 15 questions.*

**Quiz 1: Sept. 11, 1 am, thru Sept. 15, 8 am**

**Introduction to Human Development 45 mins.**

Topics: introduction to field; theoretical perspectives; research methods and designs

Text Readings: Sigelman & Rider - Chs. 1, 2; any additional material inserted in the eBook

**Quiz 2: Oct. 2, 1 am, thru Oct. 6, 8 am**

**Physical Development 90 mins.**

Topics: genetics, prenatal and physical development thru adulthood

Text Readings: Sigelman & Rider - Chs. 3, 4, 5, 6; any additional material inserted in the eBook

**Quiz 3: Oct. 16, 1 am, thru Oct. 20, 8 am**

**Cognitive Development 90 mins.**

Topics: cognitive development

Text Readings: Sigelman & Rider - Chs. 7, 8, 9, 10; any additional material inserted in the eBook

**Quiz 4: Nov. 13, 1 am, thru Nov. 17, 8 am**

**Socioemotional Development I 90 mins.**

Topics: self, temperament, personality, gender role, identity development, moral

development

Text Readings: Sigelman & Rider – Chs. 11, 12, 13; any additional material inserted in the eBook

**Quiz 5: Dec.11, 1 am, thru Dec. 15, 8 am**

**Socioemotional Development II 90 mins.**

Topics: emotions, attachment, friendships, family, death & dying

Text Readings: Sigelman & Rider – Chs. 14, 15, 17; any additional material inserted in the eBook

Each question on each quiz will be valued at one (1) point. Across the 5 quizzes (Quizzes, 1-5, NOT including the Syllabus Quiz), there will be a total of 270 questions counted for your grade, for a total of 270 points. The content quizzes contribute 25% to your final course average and the syllabus quiz for 5%.

Each quiz and the Syllabus Quiz may be accessed under ASSESSMENTS in the menu on the left of the Bb page.

**2. WRITTEN Assignment:**

The written assignment is designed to provide the opportunity to begin developing your own ideas for empirical research. The term “empirical research” refers to an actual research study that generates findings based on observation, assessment, etc. An empirical research article, consequently, represents a report on research conducted directly by the authors of the article wherein they provide information re: the participants in their study, the research process and materials they used to collect their data, the results of their study, and why those results are important.

The four (4) parts of the assignment build on each other and are modeled after the introductory portions of an empirical article or a research grant proposing empirical research.

Information for each part is also posted in Bb under *Written Assignment*. Each of you should select a research topic that is developmental in nature. For example, exploring how self-esteem effects identity development during adolescence is a developmental topic. Exploring attitudes parents of adolescents hold regarding their adolescent’s identity exploration is not. As you select your research topic, think about your variables. What will you be measuring, assessing change in, etc. Think about “How does X affect Y?,” and be able to identify the research variables with which you will be working.

The four parts include:

**Due Dates**

Part 2.1 Statement of the Problem before 8:00 am, Sept. 18, 2017

Part 2.2 a Review of Literature Worksheet re: 5 empirical studies before 8:00 am, Oct. 23, 2017

Part 2.2 b Review of Literature before 8:00 am, Oct. 23, 2017

Part 2.3 Suggestions for Future Research, Significance and before 8:00 am, Nov. 20, 2017

Implications of Proposed Research

Details regarding each part are posted in folders for each in *Written Assignment* in Bb. Please download ALL parts of the assignment and review them before you begin work on the first one, *Part 2.1 Statement of the Problem*. It is important that you understand the complete assignment before you begin.

Parts 2.1, 2.2b, and 2.3 of this assignment should be prepared following APA (6th ed.) format (e.g., double-spaced, 1” margins, etc.). These same parts will each require a title page and complete reference list. *Please allow up to 14 days for grading. I will try to get it done sooner than that, but I will be gone for conferences and may need extra time throughout the semester. My goal is to have a turnaround within the week, but I may not always make that commitment.*

Anything cited in any part of this assignment should have a publication date between 2011 and 2017. Any materials published prior to 2011, currently in review, submitted for review, or in press are **NOT** acceptable nor is the use of any secondary source. Articles utilized in the Review of Literature must be empirical studies, published in professional journals only, and involve research with human subjects.

All information included in the assignment should be paraphrased; consequently, ***directly quoted material may not be used anywhere in these assignment.***

In addition to referencing format, APA requires papers be grammatically correct. While the teaching of grammar is not the purpose of this course, use of poor grammar detracts from the overall quality and professionalism of the paper (which means a lower grade for the assignment) and does not represent graduate work. In short, do not use first person (e.g., I, me, we, us, you, our) and do not use contractions (don’t, isn’t, it’s). Remember this is a graduate class and you are presenting yourself as a professional when you prepare any written assignment.

The four (4) parts of the written assignment for this course must be submitted as Word documents using the appropriate links provided in Bb.

Note re: Academic Integrity and Plagiarism:

Academic integrity prohibits acts such as copying from another student's paper, collaborating on assignments, submitting as one's own a paper prepared by another, and plagiarism. **Plagiarism** is defined as stealing and/or using the ideas or words (spoken or written) of another individual and representing them as one's own. Plagiarism includes both directly copying the words of another without proper acknowledgment as well as paraphrasing the ideas or arguments of another without providing appropriate citation. In other words, you may never use information/ideas original to someone else and not properly credit that individual/source. Notice, even at the bottom of this syllabus I credit Dr. Glover.

**Dual submission** of a paper or project (i.e., submitting for grading any materials submitted for grading in any other class) is also considered by the University of North Texas as an act of student misconduct.

**Materials submitted for credit in other courses taken at UNT or elsewhere will not be accepted for grading. This includes materials submitted for this course (EPSY 5123), whether graded or not, if taken in a different semester.**

Frequently, students argue information contained within the body of their papers is “common sense” and, therefore, this information need not contain a reference. The assignments required for this course are not opinion pieces and should be considered professional papers. Consequently, while you may have an opinion based on “common sense,” the task required necessitates representing yourself as a professional, complete with the evidence on which that professional opinion is based. Therefore, any statements of fact included in the paper MUST be substantiated and supported by information presented in the professional literature, necessitating reference to a source. It is not that students are not entitled to individual opinions. **The point is that none of the assignments in this course are opinion papers**. Consequently, ALL INFORMATION USED IN THESE ASSIGNMENTS REQUIRES A REFERENCE. Papers that do not provide accurate referencing of sources will be severely penalized.

Allowing another individual to write your paper(s) for you is also considered a violation of academic integrity and is not permitted in this course.

**Students may not cheat on any quiz or assignment. Students found violating any standard of academic integrity may be given a grade of "0" for the assignment, quiz, etc., an F for the course, and reported to the UNT Center for Student Rights and Responsibilities.**

For more information regarding plagiarism, please read the "APA handout 6th ed." provided in APA Resources. The handout provides several examples of plagiarism as well as models for correctly using the information.

**You may submit any part of the assignment early, but no late submissions will be accepted for grading. Deadlines will not be extended.**

**Course evaluation:**

Your grade for the course will be calculated as follows:

1. Syllabus Quiz points earned (max = 5) = **5%**

2. Quizzes 1-5 points earned (max = 270) = **25%**

3. Statement of the Problem points earned (max = 15) = **15%**

4. Review of Literature points earned (max = 25) = **25%**

5. Literature Worksheet points earned (max = 10) = **10%**

6. Suggestions for Future Research, points earned (max = 20) = **20%**

Significance and Implications of

Proposed Research

Numerical grades will then be transferred to letter grades based on the following scale:

A = 100 to 90 B = 89 to 80 C = 79 to 70 D = 69 to 60 F = 59 and below

You are each aware of your own obstacles when you enroll for this and any other course. This includes computer skills necessary for taking an INET course and for navigating Blackboard. If you have trouble meeting deadlines due to trips, medical reasons, personality reasons, conflicts with your employment, or any other reason, it is YOUR responsibility to adopt a pattern of behavior which will allow the time necessary to complete assignments by the required deadlines. Do not anticipate an extension - this includes computer problems (e.g., hard drive crashes, disc errors, printer problems, etc.). Ample time to complete these assignments has been provided. Begin today. Do not wait until the weekend before, encounter an unexpected problem, and expect more time to be provided

The grading system for the University of North Texas indicates a grade of Incomplete (I) is a nonpunitive grade given only during the last quarter of the semester and only if the student is currently passing the class and has a justifiable reason why assignments cannot be completed on time. In addition, the student must arrange with the instructor to finish the course at a later date. Students requesting an I from the instructor are required to sign a “Contract to Remove Incomplete” which states the specific assignments and their due dates required to remove the I. Only those students who experience some unforeseen major life crisis (e.g., emergency surgery, death in the family, newly diagnosed life-threatening illness, etc.) will be considered to have a justifiable reason that merits an I. Inability to submit assignments on time or displeasure with grades or the quality of work submitted is NOT a valid reason to request an I. Students who experience “normal” life events (e.g., time crunches due to other courses, employment, etc.) should go to the Registrar to drop the course as soon as it becomes evident assignments will not be completed by their due dates

**Drop deadlines** for this semester are available on the UNT website at <http://catalog.unt.edu/content.php?catoid=17&navoid=1737>. Please check the dates for any tuition refunds, deadlines for dropping a single course, and deadlines for withdrawing from the semester. It is the student’s responsibility to be familiar with and meet these deadlines.

Students are expected to conduct themselves as mature and responsible adults while enrolled in this

course. This includes displaying respect for peers and faculty and accepting personal responsibility for submitting assignments on time. Please note the due dates for all assignments. **Do not expect an extension on deadlines.**

The provisions contained herein do not constitute a contract between the student and the College. These provisions may be changed at any time for any reason at the sole discretion of the instructor. When necessary, in the view of the College, appropriate notice of such change will be given to the student.

If not specifically delineated in this syllabus, all other policies will be in accordance with the policies included in the UNTHSC catalogue and Student Handbook for the Academic Year 2017-2018.

The Department of Educational Psychology cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities, as required by the Americans with Disabilities Act and Section 5-4 of the Rehabilitation Act. If a student has a disability for which the student will require an accommodation under the terms of the above-referred acts, please provide the request in writing to the instructor on or before the 12th class day.

**UNT Library Tours and Orientation:** If you are unfamiliar with the UNT library system, electronic databases, etc., it is strongly suggested you attend a library tour and orientation. Please check the UNT library website for scheduled times: [www.library.unt.edu.](file:///C:\Documents%20and%20Settings\rg0005\Local%20Settings\Temporary%20Internet%20Files\1013\syllabi\www.library.unt.edu)

The College of Education Library Liaison is Jo Monahan. Her office is located in 119B Matthews Hall, Denton campus; her at 940.565.3955. You may also contact her via the “Librarian in the Classroom” Forum posting under the Discussions link.

**EagleConnect:**

All students should activate and regularly check their 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 to students via EagleConnect. For information about EagleConnect, including how to activate an account, go to http://eagleconnect.unt.edu/ or access it via the UNT home page at www.unt.edu.

**Please communicate with me via email**. I check this every business day. **Do not email Dr. Becky Glover.** She is not the instructor of this course and cannot answer questions pertaining to this course. Her name is listed under “Instructor” – but I am your point of contact for whom you should communicate. Please allow up to 48 hours for a response. Do **not** email multiple times; I will respond within that timeframe and likely, sooner.

**Getting your grade at the end of the semester:** Official grades for this and any UNT course will be available online at the end of the semester via the University website at www.unt.edu or via my.unt.edu. Grades for course assignments may be accessed throughout the semester via Bb Learn.