



University of North Texas
College of Education
Department of Educational Psychology
HDFS 3113
Infant & Child Development

Instructor Contact

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Office Hours:

Mondays, 1-3pm

Tuesdays, 12-2pm

Wednesdays, 10-12pm

If you plan to attend my office hours or if you wish to meet remotely, please send me a quick email beforehand.

Email: Michael.siller@unt.edu

Course meetings will be held on Mondays and Wednesdays, 8:00am to 9:20am, Wooten Hall 316.

Communication Expectations

Most questions can be answered readily in our discussion board (CANVAS Modules/ Course Resources/ Course Lounge) so all students can benefit from the information. If you have a private question, please contact me via email, and I will respond within 48 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Normally, I will return feedback on all written assignments within 1 week of the due date.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

HDFS 3113: Infant & Child Development

Course Description

Growth and development of the child from conception through middle childhood, including the influence of the family and environment. Basic principles of physical, cognitive and socio-emotional development will be covered.

Course Structure

This course will be 100% face-to-face instruction. Students are responsible for attending class consistently on Mondays and Wednesdays from 8:00-9:20 AM, keeping up with assigned readings and course assignments,

and participating in in-class discussions and activities. You must consistently attend class to be successful in this course; if you are unable to attend and participate in class on our scheduled days and times, you should not take this course.

Course Prerequisites

This course has no prerequisites.

Course Objectives

Upon completion of this course, students will be able to:

- Explore the basic developmental theories and key issues related to infants, toddlers, and early childhood.
- Recognize complementary connections between developmental domains that enable growth and development.
- Realize how parents, parenting, and the family system affect children's development.
- Demonstrate an understanding of appropriate developmental expectations for infants and children.
- Integrate research and theory to inform practice when working with infants and children.
- Use critical thinking and reflection to assess information, examine personal assumptions, and gain skills essential for learning and development.

Course Etiquette:

- Be flexible: Do not dominate discussions – let your peers express their thoughts.
- Be respectful: Do not criticize your peers for their reading/writing/speaking style.
- Be mindful: Use correct spelling and grammar, and please include your name on every document, including on electronic document labels.
- Be vocal: Everyone's voice counts – express your ideas verbally and/or in writing, no matter how big or small.
- Be thoughtful: Think before you push the "Send" button.
- Ask for help: Do not hesitate to ask the instructors for feedback.
- Be inclusive: Accept individual differences and preferences, whether by race, ethnicity, sexuality, gender, and/or neurodiversity.

Required Reading

Santrock, J., Deater-Deckard, L., & Lansford, J. E. (2024). *Child development, Sixteenth Edition*. McGraw-Hill Education.

Class Schedule, Chapter Readings, & Assignments

Course Calendar				
Monday Class	Wednesday Class	Lecture/Chapter Topics	Weekly Readings, Assignments, & Quizes	Project Assignments
Section 1: The Nature of Child Development				
17-Aug	19-Aug	1. Introduction		
24-Aug	26-Aug	2. Contexts of Development: Culture, Race/Ethnicity, Socioeconomic Status, and Technology	Due before class on 24-Aug: - Complete readings - Submit Question Quiz #1: 24-Aug	
Section 2: Biological Processes, Physical Development, and Perceptual Development				
31-Aug	2-Sep	3. Biological Beginnings	Due before class on 31-Aug:	

Syllabus

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			- Complete readings - Submit Question Quiz #2: 31-Aug	
	9-Sep	4. Prenatal Development and Birth		
14-Sep	16-Sep	5. Physical Development and Health 6. Motor, Sensory, and Perceptual Development	Due before class on 14-Sept: - Complete readings - Submit Question Quiz #3: 14-Sept	
Section 3: Cognition and Language				
21-Sep	23-Sep	7. Historical Foundations of Cognitive Developmental Theories	Due before class on 21-Sept: - Complete readings - Submit Question Quiz #4: 21-Sept	
28-Sep	30-Sep	8. Information Processing	Due before class on 28-Sept: - Complete readings - Submit Question Quiz #5: 28-Sept	
5-Oct	7-Oct	9. Intelligence	Due before class on 5-Oct: - Complete readings - Submit Question Quiz #6: 5-Oct	
12-Oct	14-Oct	10. Language Development	Due before class on 12-Oct: - Complete readings - Submit Question Quiz #7: 12-Oct	
Section 4: Socioemotional Development				
19-Oct	21-Oct	11. Emotional Development	Due before class on 19-Oct: - Complete readings - Submit Question Quiz #8: 19-Oct	
26-Oct	28-Oct	12. The Self and Identity 13. Gender	Due before class on 26-Oct: - Complete readings - Submit Question Quiz #9: 26-Oct	Due before class on 26-Oct (no grade): - Propose Project Question
2-Nov	4-Nov	14. Moral Development	Due before class on 2-Nov: - Complete readings - Submit Question Quiz #10: 2-Nov	Due before class on 2-Nov (no grade): - Select References for Project Question
9-Nov	11-Nov	15. Families	Due before class on 9-Nov: - Complete readings - Submit Question Quiz #11: 9-Nov	
16-Nov	18-Nov	16. Peers	Due before class on 16-Nov: - Complete readings - Submit Question Quiz #12: 16-Nov	Due before class on 16-Nov: - Answer Project Question & Post
30-Nov	2-Dec	17. Schools and Achievement	Due before class on 30-Nov: - Complete readings - Submit Question Quiz #13: 30-Nov	Due before class on 2-Dec: - Comment on 5+ of your peers' Project Postings

NOTE: I reserve the right to make schedule changes.

Course Assignments & Performance Evaluation

Your performance will be cumulatively evaluated based on:

1. **Weekly Quizzes.** You will take weekly quizzes to measure your understanding of assigned readings. Quizzes will be held in class during the first 10 minutes of our weekly Monday class (see syllabus for specific due dates). Quizzes may include multiple choice, matching, or true/false questions. You will NOT be able to access course notes or your textbook during quizzes. There will be no make-up quizzes. Across the semester, you will be asked to complete 13 quizzes in total. The quiz-portion of your grade will be computed based on your ten highest-scored quizzes.

2. **Weekly Question Postings (Comprehension & Application Questions).** Based on the assigned readings, you are expected to post two weekly questions: one Comprehension Question and one Application Question. The submission of these questions is due on Mondays (see syllabus for specific dates):

- **Comprehension Question:** Based on the assigned readings,
- **Application Question:**

While I won't provide feedback on each submitted question, I will monitor this assignment continuously and evaluate assignment completion and the quality of your submitted questions in four different.

- a) **Assignment Completion:** Weekly completion of this assignment by the specified deadline will be recognized with 6 points (3 points for each question).
- b) **Presenting Questions in Class:** During each class, I will randomly call upon students to ask their prepared questions. For being present in class and prepared to ask your question, you will receive 20 points. Across the course, each student will have two opportunities to ask assignment questions in class.
- c) **Individualized Question Feedback:** For each student, I will select six questions at random (three comprehension, three application). These six questions will be graded using a rubric. The rubric will be posted on CANVAS/Course Resources.
- d) **Question Portfolio:** Questions submitted until November 2nd (the first 10 weeks) will be evaluated in their entirety with a rubric posted on CANVAS/Course Resources.

3. **Mini Project:** Over the course of this class, you are asked to select one of your submitted application questions, and provide an evidence-based answer to this question. This assignment is due on November 16. The syllabus also provides due-dates for steps towards this assignment (i.e., 26-Oct: Propose Project Question; 2-Nov: Select References), but these step-assignments will not be graded – please use these steps as an opportunity to get feedback from me. Your Mini Project assignment will be graded in two ways:

- a) **Mini Project Evaluation (due: 11/16):** A specific rubric for this assignment will be posted on CANVAS/Course Resources. The three key components for grading are:
 - a. **The quality of your Mini Project question (see weekly question assignment):**
 - b. **The quality and appropriateness of the three selected, empirical references:** Locate 3 empirical research studies, published in peer-reviewed journals during the last 16 years (since 2010), that address your specific topic. The articles selected for this project should include an Abstract, Methods, and Results section. Do not include book chapters, meta-analyses, or literature review articles. The Psycinfo database at UNT may be very helpful to you. But there are many other databases that will work as well. We will review how to search for articles in class.
 - c. **The quality of the integrated answer:**

- i. Start your post by stating your specific Research Question (RQ) at the top.
 - ii. Then, list the key findings from the 3 articles you read. Use your own words to summarize the research, rather than using quotations from the article (you will not earn full points for using quotations). Use APA citation format when referring to specific studies.
 - iii. Next, briefly summarize what you learned across the 3 studies.
 - iv. Generate some questions that could help guide next steps for researchers.
 - v. Conclude by suggesting at least 1 way these findings could be used in practice by parents, educators, and/or practitioners.
 - vi. List your references, following APA-style (note that APA indentation on subsequent lines in References may not work for you in a Canvas Discussion Board –that is ok!)
- b) Comment on your peer's Mini Projects (due: 12/2):** You will be asked to read and comment on at least five of your peers' Mini Projects. A specific rubric for your peer comments will be provided on CANVAS/Course Resources.
- a. Reflect on what you learned from other students' Mini Research Project posts.
 - b. How might you apply this new knowledge in your own life and work? Reply with your insights and questions via the Discussion Board.

Summary of Course Requirements:	Points
Weekly Quizzes	Total = 300
Each weekly quiz will be scored between 0 and 100%; Your total quiz score will be based on the 10 highest scored quizzes.	
Weekly Question Postings	Total = 350
Assignment Completion (13 weeks; 2 questions/week; 3 point/question)	78 points
Presenting Questions in Class (2 questions per semester @ 20 points per question)	40 points
Individualized Question Feedback (6 questions; 20 points/question)	120 points
Question Portfolio	112 points
Mini Project	Total = 350
Mini Project Quality	200 points
Mini Project – Peer Comments	150 points
Total Possible Points:	Total = 1,000

Final course grades will be based on the following scale:

- A = 90% – 100%
- B = 80% – 89.9%
- C = 70% – 79.9%
- D = 60% – 69.9%
- F = less than 60%

Late Work and Make-Ups

There will be no opportunities to make up missed assignments. No late work will be accepted, and no make-up assignments will be given.

All work turned in after the deadline will receive a grade of zero unless the student has a [university-excused absence](#) and provides documentation with 48 hours of the missed deadline.

Administrative Policies and Requirements:

- **Attendance.** Consistent attendance is expected. If you are absent, please take the initiative to complete the missed activity on your own by checking the course website or speaking with your peers. Also, professional courtesy dictates that you notify me ahead of time when absent.
- A grade of "**Incomplete**" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The *professor and student will negotiate* a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.
- **Course Evaluation:** Completing a course evaluation is required for all organized classes at UNT. A short survey will be available at the end of the semester to provide you a chance to comment this course. I am very interested in the feedback as I strive to continually improve the delivery of content. I consider this to be an important part of your participation in this class.
- **Observation of Religious Holy days:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Use of Generative Artificial Intelligence (Gen AI)

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, **or** Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity](#) policy.

Course Technology & Skills**Minimum Technology Requirements**

Please visit <http://lis.unt.edu/technology-requirements> to gain a clear understanding of the technology requirements you will need for most all online Canvas-based courses, including this one.

To be successful in this course, you will need to have access to the following technology:

- Computer
- Reliable internet access
- Speakers

Computer Skills & Digital Literacy

Students should be able to comfortably implement basic computer operations, including using email, navigating an internet browser, and attaching and downloading files. Students who cannot comfortably do these things should not take this course, or their final grade will likely suffer. Students are specifically referred to Canvas Technical Requirements (<https://clear.unt.edu/supported-technologies/canvas/requirements>).

If you would like to improve basic computer skills on your own time, the resource below is a free tool available to you at your own discretion. This is not required for this course, but the skills presented here will

be helpful in completing this course successfully: <http://www.gcflearnfree.org/computers>

Be aware that Canvas is known to have issues when opened in Internet Explorer. Using Mozilla Firefox is a reliable alternative to use when taking quizzes and exams.

Do not anticipate an extension for computer problems (e.g., hard drive crashes, disc errors, printer problems, etc.). Be sure to leave yourself extra time in the event you experience computer problems. Ample time to complete assignments has been provided. Begin today. Do not wait until the night before, encounter an unexpected problem, and expect more time to be provided.

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

University Policies

Academic Integrity

Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero-tolerance policy towards plagiarism. The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, dual submission of a paper/project, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies 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, including dismissal from the university. Please review the [Student Academic Integrity](https://policy.unt.edu/policy/06-003) policy (<https://policy.unt.edu/policy/06-003>) for more information.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to

verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the [Office of Disability Access website](#). You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](#). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within [this document](#).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

POLICY

Texas Disability Policy Academies

<https://tcdd.texas.gov/policy/disability-policy-academy/>

<https://tcdd.texas.gov/resources/>

<https://nacdd.org/about/>