

DFST 1013.002 HUMAN DEVELOPMENT

Instructor:	Rebecca J. Glover, Ph.D.	Fall, 2012
Office:	MATT 304	Time: (MW) 1:00 - 2:20 pm
Office Hours:	Mon./Wed. 10:00 – 11:30 am; 2:30 – 4:00 pm	Meeting place: Matthews 311
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Course Description:

Human Development. 3 hours.

Introduction to the 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.

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; socioemotional 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. *To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.*
2. *To examine social institutions and processes across a range of historical periods, social structures, and cultures.*
3. *To use and critique alternative explanatory systems or theories.*
4. *To develop and communicate alternative explanations or solutions for contemporary social issues.*
5. *To analyze the effects of a number of elements, for example historical, social, political, economic, cultural and global forces on the area under study.*
6. *To identify and understand differences and commonalities within diverse cultures.*

Course requirements:

Required text:

Berk, L. (2011). *Exploring lifespan development* (2nd ed.). Boston: Allyn and Bacon.

Exams:

1. In-class exams covering course content:

All exams will consist of multiple choice questions and/or a collection of short- answer questions designed to explore issues which have been addressed in the readings and/or class discussions during the course of the semester. Material covered on the exams will be as follows:

Exam 1 -	developmental theory, concepts, & research issues	Oct. 1
Exam 2 -	physical and cognitive development	Nov. 12
Final Exam -	social development	Dec. 12, 10:30 am – 12:30 pm

Scores from the three exams will be averaged, and that average will contribute 65% toward the student's final grade for the course.

No make-up exams will be given. No one will be exempted from the final exam.

Assignments:

In-class assignments:

Across the course of the semester, 10 written assignments will be completed during class. **Students MUST be in class when these assignments are given to complete them; no make-up opportunities will be available.** Each assignment will be graded on a Pass/Fail basis. Students not in class when an assignment is given will be assigned a grade of 0. These assignments will contribute a total of 10% toward the student's final grade for the course.

Out of class assignment:

One out-of-class assignment is required. Students will be required to read an online module in Bb Learn (in addition to material in the text), complete an online self-assessment related to the topic, and respond in writing to a series of questions related to the content and self-assessment. The assignment will be graded on a scale of 0 to 5 and will contribute 5% toward the student's final grade for the course.

APA assignment:

The APA assignment is designed to help familiarize students with the APA style necessary for preparing the article review required in this course and described below. Students may use the APA handout provided by the instructor on Blackboard Vista, the APA website (see above), and/or any other materials related to 6th edition of the APA manual. You will find a link for this assignment and instructions for completing it under the APA link available on the course homepage. The assignment must be submitted before 2:20 pm on October 10, 2012. No late assignments will be accepted for grading. The APA assignment will be graded on a scale of 0 to 5 and contributes 5% to your final course average.

Article review:

This assignment is designed to allow each student to independently explore a subject of individual importance as well as to investigate developmental change. The assignment **must** examine a developmental issue and should address a topic of interest which either impacts or is impacted by the developmental process. The assignment represents a **review and analysis of an empirical study** (i.e., a journal article) published in a professional journal between 2007 and 2012, related to the topic of interest, and involving research with human subjects.

The review should contain the following elements: (a) Reference; (b) Purpose of the Study; (c) Sample; (d) Methods and Procedures; and (e) Results and Discussion. You are required to submit a paper copy of the first page of your article when you submit your completed assignment. This assignment is due before 2:20 pm, November 5, 2012. The review will be graded on a scale of 0 to 15 and will contribute 15% to your final course average.

Extra credit: Will be announced in class, if available.

Grades will be based on:

3 exams: $((\text{Exam 1} + \text{Exam 2} + \text{Exam 3})/3) \times .65$ =__ pts. (max. 65 pts.)

In-class assignments: total points =__ pts. (max. 10 pts.)

Out-of-class assignment:	total points	=__ pts. (max. 5 pts.)
APA assignment:	total points	=__ pts. (max. 5 pts.)
Article review:	total points	=__ pts. (max. 15 pts.)

The sum of the points will represent a numerical grade for the course. 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

Disabilities Accommodation:

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.

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Human Development

Reading Schedule

Aug. 29	Introduction to class and review of assignments	
Sept. 3	Labor Day – UNT closed	
Sept. 5	History, Theory and Research Strategies Introduction to Field of Study	Berk - Ch. 1: pp. 2-11
Sept. 10	Developmental Theory Basic Issues	Berk - Ch. 1: pp. 22-34
Sept. 12	Freud	Berk - Ch. 1: pp. 12-13
Sept. 17	Erikson	Berk - Ch. 1: pp. 12-13
Sept. 19	Learning Theories	Berk - Ch. 1: pp. 13-15
Sept. 24	Cognitive Theory	Berk - Ch. 1: pp. 15-17
Sept. 26	Contextual and Systems Theories	Berk - Ch. 1: pp. 17-21
Oct. 1	Exam 1	Berk - Ch. 1
Oct. 3	Physical Development Genetics	Berk - Ch. 2
Oct. 8	Prenatal Development and Birth Infant Issues	Berk - Ch. 3 Berk - Ch. 4
Oct. 10	Childhood Issues	Berk - Ch. 7: pp. 164-173 Ch. 9: pp. 224-231
	APA Assignment due before 2:20 pm	
Oct. 15	Adolescence	Berk - Ch. 11: pp. 282-300
Oct. 17	Adulthood	Berk - Ch. 13: pp. 338-353 Ch. 15: pp. 396-408 Ch. 17: pp. 442-463
Oct. 22	Cognitive Development Piaget	Berk - Ch. 5: pp. 116-124 Ch. 7: pp. 173-179 Ch. 9: pp. 232-234 Ch. 11: pp. 300-312

Oct. 24	Postformal Reasoning Vygotsky	Berk - Ch. 13: pp. 354-356 Berk - Ch. 5: pp. 128 Ch. 7: pp. 179-181
Oct. 29	Memory and Information Processing	Berk - Ch. 5: pp. 124-128 Ch. 7: pp. 182-187 Ch. 9: pp. 235-239 Ch. 15: pp. 411-417 Ch. 17: pp. 463-472
Oct. 31	Intelligence and Creativity	Berk - Ch. 5: pp. 129-133 Ch. 7: pp. 187-191 Ch. 9: pp. 239-245; 248-255 Ch. 13: pp. 356-363 Ch. 15: pp. 408-411
Nov. 5	Intelligence and Creativity	Berk - Ch. 5: pp. 129-133 Ch. 7: pp. 187-191 Ch. 9: pp. 239-245; 248-255 Ch. 13: pp. 356-363 Ch. 15: pp. 408-411
	Article Review due before 2:20 pm	
Nov. 7	Language	Berk - Ch. 5: pp. 134-139 Ch. 7: pp. 191-196 Ch. 9: pp. 246-248
Nov. 12	Exam 2	Berk - Chs. 2, 3, 5, 7, 9, 11, 13, 15, 17
Nov. 14	Social Issues Self and Emotional Development	Berk - Ch. 6: pp. 140-146; 157-163 Ch. 8: pp. 197-201 Ch. 10: pp. 256-262 Ch. 12: pp. 311-315 Ch. 14: pp. 364-372 Ch. 16: pp. 418-426 Ch. 18: pp. 473-487
Nov. 19	Temperament and Personality	Berk - Ch. 6: pp. 146-150 Ch. 16: pp. 427
Nov. 21	Gender Role and Sexuality	Berk - Ch. 8: pp. 211-215 Ch. 10: pp. 267-269 Ch. 12: pp. 324-325 Ch. 16: pp. 426

Nov. 26	Moral Development and Reasoning	Berk - Ch. 8: pp. 204-211 Ch. 10: pp. 262-264 Ch. 12: pp. 319-324
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Out-of-class assignment due before 2:20 pm

Nov. 28	Moral Development and Reasoning	Berk - Ch. 8: pp. 204-211 Ch. 10: pp. 262-264 Ch. 12: pp. 319-324
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Dec. 3	Identity Development	Berk - Ch. 12: pp. 315-318
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Dec. 5	Family and Friendships	Berk - Ch. 6: pp. 150-157 Ch. 8: pp. 201-204, 215-223 Ch. 10: pp. 264-267, 269-281 Ch. 12: pp. 325-337 Ch. 14: pp. 372-395 Ch. 16: pp. 428-441 Ch. 18: pp. 487-501
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Dec. 12	Final exam: 10:30 am – 12:30 pm	Berk - Chs. 6, 8, 10, 12, 14, 16, 18, 19
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