

DFST 1013.002 HUMAN DEVELOPMENT

Instructor:	Rebecca J. Glover, Ph.D.	Fall, 2013
Office:	MATT 304	Time: (TTh) 12:30 - 1:50 pm
Office Hours:	Tues./Thurs. 9:00 – 10:00 am; 2:00 – 4:00 pm	Meeting place: Matthews 311
Office Phone:	940.565.4646	
E-mail:	becky.glover@unt.edu	

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 Sciences Core Curriculum:

- 1. focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human*
- 2. exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.*
- 3. development of critical thinking skills, which include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*
- 4. development of communication skills*

Course requirements:

Required text:

Santrock, J. W. (2012). *A topical approach to life-span development* (6th ed.). NY: McGraw-Hill.

Exams:

- 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	Sept. 24
Exam 2 -	physical and cognitive development	Nov. 7
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.

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 1:50 pm on September 26, 2013. 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 and apply the findings of empirical research to their personal lives and "real world" events. The assignment represents a **review and critique of an empirical study** (i.e., a journal article) published in a professional journal in the past five (5) years and involving research with human subjects. An empirical study represents a report of specific and original research; presents its purpose, subjects, methodology, and findings (aka. results); and is, typically, found only in professional journals - not in a book.

A collection of journal articles will be provided to students no later than approximately Sept. 15, 2013. **Students are required to select one of these journal articles for use in completing this assignment.**

The review should contain the following elements: (a) Reference; (b) Purpose of the Study; (c) Sample; (d) Methods and Procedures; (e) Results and Discussion, (f) Critique, and (g) Social Application of Findings and Personal Reflection. 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 1:50 pm, October 29, 2013. The review will be graded on a scale of 0 to 50 and will contribute 20% to your final course average.

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

Grades will be based on:

3 exams:	((Exam 1+ Exam 2+ Exam 3)/3) X .65	=__ pts. (max. 65 pts.)
In-class assignments:	total points	=__ pts. (max. 10 pts.)
APA assignment:	total points	=__ pts. (max. 5 pts.)
Article review:	total points X .4	=__ pts. (max. 20 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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Reading Schedule

Aug. 29	Introduction to class and review of assignments	
Sept. 3	Introduction Introduction to the field, basic issues, research	Santrock – Ch. 1
Sept. 5	Developmental Theory Freud	Santrock – Ch. 1: p. 20
Sept. 10	Erikson	Santrock – Ch. 1: pp. 21-22
Sept. 12	Learning Theories	Santrock – Ch. 1: pp. 24-25
Sept. 17	Cognitive Theory	Santrock – Ch. 1: pp. 22-24
Sept. 19	Ethological and Ecological Theories	Santrock – Ch. 1: pp. 25-27
Sept. 24	Exam 1	Santrock – Ch. 1
Sept. 26	Physical Development Biological Beginnings	Santrock – Ch. 2
	APA Assignment due before 1:50 pm	
Oct. 1	Biological Beginnings	Santrock – Ch. 2
Oct. 3	Physical Development and Biological Aging	Santrock – Ch. 3
Oct. 8	Health	Santrock – Ch. 4
Oct. 10	Motor, Sensory, and Perceptual Development	Santrock – Ch. 5
Oct. 15	Cognitive Development Information Processing	Santrock – Ch. 7
Oct. 17	Cognitive Developmental Approaches	Santrock – Ch. 6
Oct. 22	Cognitive Developmental Approaches	Santrock – Ch. 6
Oct. 24	Cognitive Developmental Approaches	Santrock – Ch. 6
Oct. 29	Intelligence	Santrock – Ch. 8

Oct . 31	Language School, Achievement, and Word	Santrock – Ch. 9 Santrock – Ch. 16
Article Review due before 1:50 pm		
Nov. 5	Socioemotional Development Emotional Development	Santrock – Ch. 10
Nov. 7	Exam 2	Santrock – Chs. 2 – 9, 16
Nov. 12	Self, Identity and Personality	Santrock – Ch. 11
Nov. 14	Self, Identity and Personality	Santrock – Ch. 11
Nov. 19	Gender and Sexuality	Santrock – Ch. 12
Nov. 21	Moral Development, Values, and Religion	Santrock – Ch. 13
Nov. 26	Moral Development, Values, and Religion	Santrock – Ch. 13
Nov. 28	Thanksgiving holiday; no class	
Dec. 3	Family, Lifestyles, and Parenting	Santrock – Ch. 14
Dec. 5	Peers and the Sociocultural World	Santrock – Ch. 15
Dec. 12	Final exam: 10:30 am – 12:30 pm	Santrock – Chs. 10-15