

DFST 1013.001 HUMAN DEVELOPMENT

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Spring, 2014
Time: (Wed.) 2:00 - 4:50 pm
Meeting place: BLB 090

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:

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	Feb. 12
Exam 2 -	physical and cognitive development	Apr. 2
Final Exam -	social development	May 7, 1:30 – 3:30 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/Activities:

Across the course of the semester, 12 short written assignments/activities will be completed during class. Dates for these assignments will not be announced in advance. **Students MUST be in class to complete these assignments; no make-up opportunities will be available.** Each assignment will be graded on a Pass/Fail basis (1 point for each assignment passed). 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 completed and submitted in paper form (i.e., no electronic submissions will be accepted) by **2:00 pm on Feb. 5, 2014**. 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.

To complete this assignment, **you are required to select one article from a list of pre-approved articles** available on the DFST 1013 course page in the UNT library available at: <http://guides.library.unt.edu/dfst1013>. If you are working in Blackboard, you must first open a new browser window and then go to <http://guides.library.unt.edu/dfst1013>.

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 at 2:00 pm, March 26, 2014.** 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: $((\text{Exam 1} + \text{Exam 2} + \text{Exam 3})/3) \times .65$ =__ pts. (max. 65 pts.)

In-class assignments: total points earned /12 X 10 =__ pts. (max. 10 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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Human Development

Reading Schedule

Jan. 15	Introduction to class and review of assignments	
	Introduction	
	Introduction to the field, basic issues, research	Santrock – Ch. 1
Jan. 22	Developmental Theory	
	Freud	Santrock – Ch. 1: p. 20
	Erikson	Santrock – Ch. 1: pp. 21-22
Jan. 29	Learning Theories	Santrock – Ch. 1: pp. 24-25
	Cognitive Theory	Santrock – Ch. 1: pp. 22-24
	Ethological and Ecological Theories	Santrock – Ch. 1: pp. 25-27
Feb. 5	Physical Development	
	Biological Beginnings	Santrock – Ch. 2
	APA Assignment due at 2:00 pm	
Feb. 12	Exam 1	Santrock – Ch. 1
	Physical Development and Biological Aging	Santrock – Ch. 3
Feb. 19	Health	Santrock – Ch. 4
	Motor, Sensory, and Perceptual Development	Santrock – Ch. 5
Feb. 26	Cognitive Development	
	Cognitive Developmental Approaches	Santrock – Ch. 6
Mar. 5	Cognitive Developmental Approaches	Santrock – Ch. 6
	Information Processing	Santrock – Ch. 7
Mar. 12	Spring Break	
Mar. 19	Intelligence	Santrock – Ch. 8
Mar. 26	Language	Santrock – Ch. 9
	School, Achievement, and Work	Santrock – Ch. 16
	Article Review: Paper Copy due at 2:00 pm	
	Submit to Turnitin.com before 2:00 pm	
Apr. 2	Exam 2	Santrock – Chs. 2 – 9, 16
	Socioemotional Development	
	Emotional Development	Santrock – Ch. 10
Apr. 9	Self, Identity and Personality	Santrock – Ch. 11

Apr. 16	Self, Identity and Personality Gender and Sexuality	Santrock – Ch. 11 Santrock – Ch. 12
Apr. 23	Moral Development, Values, and Religion	Santrock – Ch. 13
Apr. 30	Family, Lifestyles, and Parenting Peers and the Sociocultural World	Santrock – Ch. 14 Santrock – Ch. 15
May 7	Final exam: 1:30 – 3:30 pm	Santrock – Chs. 10-15