

## HDFS 1013.006 HUMAN DEVELOPMENT

Instructor:	Rebecca J. Glover, Ph.D.	Spring, 2019
Office:	MATT 304-G	Time: TR 11:00 am - 12:20 pm
Office Hours:	Monday 1:30 – 3:30 pm TR 12:30 – 2:30 pm and by appointment	Meeting place: WH 316
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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 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. (2018). *A topical approach to life-span development* (9<sup>th</sup> 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, 11:00 am
Exam 2 -	physical and cognitive development	April 2, 11:00 am
Final Exam -	social development	Dec. 11, 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/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.

*Research Design and Methods assignment (RD&M):*

The scientific study of growth and change across the lifespan has yielded findings based on decades of research. In order to better understand these research findings, it is also imperative to comprehend basic aspects of research methodology employed by the science. These topics are addressed directly in Ch. 1 of the text and reappear throughout the course. This assignment is designed to improve your understanding of the scientific method as well as aspects of cross-sectional vs. longitudinal research design and methods involving the examination of differences (e.g., t-tests and ANOVAs) and relationships (e.g., correlations). This assignment also fulfills the Empirical and Quantitative Skills Objective of the Social and Behavioral Sciences Core requirement.

The assignment is available in Canvas and should be completed outside of class. You will have a maximum of two attempts for this assignment. The computer will calculate a score based on the number of times you answer the question before getting it correct. The higher of the 2 scores will be converted to a scale of 0 to 5 and will contribute 5% to your final course average. The assignment must be completed **by 5:00 pm on Jan. 31, 2019. No late attempts will be accepted.**

*Case Study Plan assignment (CSP):*

Knowledge of human growth and development provides us with information that can help us meet the needs of others in a variety of settings and careers. In this assignment, you are asked to envision yourself as the Dean of Students at UNT and tasked with meeting the needs of students who come to your office seeking assistance.

The assignment includes reviewing several case studies provided in Canvas, each of which reviews the issues for one student. Your task is to select one case study and:

- a. determine the specific needs of the student presented in the case study;
- b. identify a minimum of four (4) resources that you, as the Dean of Students, would recommend the student utilize; and
- c. compose a written, step-by-step plan for the student explaining why each resource you identify will meet the needs of the student as well as a rank ordering of which resource the student should seek first, second, third, and fourth (a detailed rationale for your ordering must also be provided).
- d. Finally, you must identify 2 additional resources not provided to the student in the case study that you feel YOU (or a friend) might personally benefit from, complete with a thorough discussion of how this resource can meet a personal need.

**NOTE:** A portion of the grade for this assignment will be based on the quality of your writing (i.e., grammar, quality of thought, level of detail provided to justify your reasoning, etc.). If writing papers is challenging for you, please seek the service of the UNT Writing Center (<https://writingcenter.unt.edu/>) located in Sage Hall, Room 150.

This assignment will be submitted for grading by uploading it to **Turnitin.com** via the link provided in Canvas. **Your assignment must be submitted BEFORE 5:00 pm, April 9, 2019. You may not submit this assignment via email, in hard copy form, etc. No late materials will be accepted for grading.**

This assignment also fulfills the Critical Thinking, Social Responsibility, and Communication Objectives of the Social and Behavioral Sciences Core requirement.

Grades will be based on:

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

In-class assignments: total points earned /12 X 10 = B (max. 10 pts.)

RD&M: total points = C (max. 5 pts.)

CSP: total points X .4 = D (max. 20 pts.)

The sum of A, B, C and D 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 Access 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**

Jan. 15	Introduction to class and brief review of assignments		
Jan. 17	<b>Introduction</b> Introduction to the field, basic issues, <u>research</u>	Santrock – Ch. 1: pp. 1-17; 25-36	
Jan. 22	<b>Developmental Theory</b> Freud	Santrock – Ch. 1: pp. 17-18	
Jan. 24	Erikson	Santrock – Ch. 1: pp. 18-19	
Jan. 29	Cognitive Theory	Santrock – Ch. 1: pp. 19-21	
Jan. 31	Learning Theories <b>Research Design and Methods assignment must be completed by 5:00 pm</b>	Santrock – Ch. 1: pp. 21-22	
Feb. 5	Ethological and Ecological Theories	Santrock – Ch. 1: pp. 22-25	
Feb. 7	<b>Physical Development</b> Biological Beginnings	Santrock – Ch. 2	
<b>Feb. 12</b>	<b>Exam 1</b>	<b>Santrock – Ch. 1</b>	
Feb. 14	<b>Physical Development</b> Biological Beginnings	Santrock – Ch. 2	
Feb. 19	Physical Development and Biological Aging Health	Santrock – Ch. 3 Santrock – Ch. 4	
Feb. 21	Health	Santrock – Ch. 4	
Feb. 26	Motor, Sensory, and Perceptual Development <b>Discussion of Case Study Plan assignment</b>	Santrock – Ch. 5	
Feb. 28	<b>Cognitive Development</b> Cognitive Developmental Approaches	Santrock – Ch. 6	
Mar. 5	Cognitive Developmental Approaches	Santrock – Ch. 6	
Mar. 7	Cognitive Developmental Approaches	Santrock – Ch. 6	
	<b>March 11 – 17, Spring Break</b>		
Mar. 19	Information Processing	Santrock – Ch. 7	
Mar. 21	Intelligence	Santrock – Ch. 8	

Mar. 26	Language Development Schools, Achievement, and Work	Santrock – Ch. 9 Santrock – Ch. 16
Mar. 28	<b>Socioemotional Development</b> Emotional Development	Santrock – Ch. 10
<b>Apr. 2</b>	<b>Exam 2</b>	<b>Santrock – Chs. 2 – 9, 16</b>
Apr. 4	Self, Identity and Personality	Santrock – Ch. 11
Apr. 9	Self, Identity and Personality <b>Case Study Plan must be submitted via Turnitin.com by 5:00 pm</b>	Santrock – Ch. 11
Apr. 11	Gender and Sexuality	Santrock – Ch. 12
Apr. 16	Moral Development, Values, and Religion	Santrock – Ch. 13
Apr. 18	Moral Development, Values, and Religion	Santrock – Ch. 13
Apr. 23	Moral Development, Values, and Religion	Santrock – Ch. 13
Apr. 25	Family, Lifestyles, and Parenting Attachment	Santrock – Ch. 14 Santrock – Ch. 10: pp. 321-332
Apr. 30	Peers and the Sociocultural World	Santrock – Ch. 15
May 2	Review	
<b>May 7</b>	<b>Final exam: 10:30 am – 12:30 pm</b>	<b>Santrock – Chs. 10-15</b>