UNIVERSITY OF HOUSTON
EDUCATIONAL PSYCHOLOGY DEPARTMENT

HUMAN DEVELOPMENT AND FAMILY STUDIES  (HDFS 2317)
103 SEC MW: - 12:00 – 1:30

SPRING, 2007

GAA
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OFFICE PHONE: 713 743-9819
E-MAIL: WEB CT E-MAIL
MAILBOX: DEPT. OF ED. PSYCH.
491 FARISH HALL
OFFICE HOURS:
M: 10 – 11
W: 10 – 11
TH: 2 – 3
BY APPOINTMENT

SCHOGER
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OFFICE HOURS:
M: 10 - 11
W: 10 - 11
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UNIVERSITY OF HOUSTON CATALOG DESCRIPTION

2317: Introduction to Human Development and Intervention
Cr. 3. (3-0). Multidisciplinary integration of biological, psychological, and cultural approaches to the study of life-span human development; introduction to the development-in-context approach to understanding human development; focus on applied problems related to delivery of human services.

LINK TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

COLLABORATE: The course is designed to provide students opportunities for collaborative learning. Students will have opportunities to discuss major theories of development and apply learning to their own lives.
**LEAD:** The course is designed to provide experiences which will encourage the development of leadership potential.

**LEARN:** The focus during this course will be on the higher levels of learning which require that you be able to work at the levels of application, analysis, synthesis, and evaluation, rather than focusing on memory, and recall.

**APA STANDARDS**

This course seeks to address the fourteen learner-centered principles espoused by the American Psychological Society. These principles are:

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

2. The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.

3. The successful learner can link new information and existing knowledge in meaningful ways.

4. The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

5. Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.

6. Learning is influenced by environmental factors, including culture, technology, and instructional practices.

7. What and how much is learned is influenced by the learners’ motivation. Motivation to learn, in turn, is influenced by the individual’s emotional states, interests and goals, and habits of thinking.

8. The learner’s creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

9. Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners’ motivation to learn, the willingness to exert this effort is unlikely without coercion.

10. As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.
11. Learning is influenced by social interactions, interpersonal relations, and communication with others.

12. Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.

13. Learning is most effective when differences in learners’ linguistic, cultural, and social backgrounds are taken into account.

14. Setting appropriate high and challenging standards and assessing the learner as well as learning progress – including diagnostic, process, and outcome assessment – are integral parts of the learning process.

COURSE DESCRIPTION

This course is designed to provide students with exposure to important facts, concepts, and principles relating to human growth and development. Although it is not assumed that all students have a background in psychology, it is assumed that students with little or no background will work independently to reach the initial level required in the course.

The focus during this course will be on the higher levels of learning which require that you be able to work at the levels of application, analysis, synthesis, and evaluation, rather than focusing on memory, and recall. This is not to say that it will not be important that you learn basic facts relating to development. There are certain facts, definitions, etc which are crucial to the understanding of the material, but these are not the focus of the course.

Because this course considers a wide variety of theories, conceptual constructs, and explanations related to human development you will very likely encounter positions you do not necessarily agree with, and which may run counter to your views of the world. It is important that you understand a wide variety of different explanations of how humans develop, interact, and make important decisions in their lives; but the adoption of any one position or explanation is not the purpose of this course.

The presentation of material will generally follow a lecture-discussion format. You are encouraged to ask questions, seek clarification and expansion of information and to contribute to the class in other ways.

This course is designed to involve readings from the text, outside readings, class lectures and discussion, and most importantly, your own thinking! Class lectures are not intended to repeat the text to you; indeed, there are sections of the text which will be your responsibility exclusively.
OBJECTIVES

1. Students will understand a wide range of topics in human development. This understanding should be at the factual, conceptual and/or theoretical level.

2. Students will develop skills and knowledge necessary to assess counter positions relative to specific issues and develop, state, and support their own positions relative to specific issues.

3. Students will be able to apply this knowledge in both educational, and non-educational, situations.

CLASS SESSIONS

Class sessions will begin at 12:00 and finish at 1:30 P.M. on Mondays and Wednesdays. The following are the “rules for class”.

1. Please be on time if at all possible. Although we all know it never happens, it might be the case that there is a traffic jam on the freeway or you have difficulty finding a parking place. If that should happen, simply come into the KIVA with as little fuss as possible and take a seat.

2. There is no eating in the classroom. That is not our rule; it is a University rule. Water is allowed, but no soft drinks are allowed. If you should spill water, please just get paper towels from the restroom and wipe it up.

3. If you know you must leave a class early, please let one of us know ahead of time. This is simply to ensure that there is nothing wrong and that you are not sick and in need of help.

4. It is expected that you will be courteous to others during class, whether to other students or the instructor. There will (hopefully) be a wide range of ideas, opinions, etc. expressed during the course and any disagreement should be handled in an appropriate professional manner.

5. It is expected that you are prepared for class and the material to be considered each day.

6. If you know that you will miss class for a University function, notify the instructor as soon as possible.

7. Turn off all cell phones while in class. If you need to have your cell phone on for child care or emergency issues, please set it to “vibrate”. UNLESS IT IS AN ISSUE RELATED TO CHILD CARE OR EMERGENCY, DO NOT TAKE ANY CALLS DURING CLASS!!!
WEB CT FOR COURSE:

The syllabus, assignments, announcements, calendar, and required readings for this course will all be posted on the WebCT Vista course site. Students can also e-mail the instructor, teaching assistants and fellow students through the WebCT site. The address is: http://www.uh.edu/webct. You will need a valid ID number in order to log on with a WebCT ID. Although you will access assignments via WebCT, assignments MUST be submitted via WebCT AND Turn It In. Detailed instructions for this will be provided to students.

First-time student users of WebCT/Vista can obtain a WebCT ID by using one of the following options:

1) Online at http://www.uh.edu/webct - click “New Users” to get a WebCT ID.
2) In person in Room 58 in the basement of the MD Anderson Library, Monday-Friday, 8 am to 8 pm.
3) By phone at 713-743-1411, 24 hours a day, 7 days a week.

A student’s initial password is his/her birth date in the format mmddyyyy. WebCT IDs and passwords are case sensitive. Students should change their passwords the first time they log on.

Support for students using WebCT is available in four ways:

1) Online at http://www.uh.edu/webct and clicking on “Get Help”
2) In person in Room 116 of PGH on the main campus, Monday-Friday, 8am to 8pm
3) By phone at 713-743-1411 – 24 hours a day, 7 days a week
4) By sending email to support@uh.edu with the student’s full name, course name and number, section number, instructor’s name, and a description of the problem.

GRADING

Grades will be based on an absolute standard rather than a rather than a relative one. This essentially means that an individual student’s grade will be determined by his or her own performance relative to the expectations of the course instructor for what constitutes an “A”, a “B”, etc. Your work will not be judged in comparison to that of other students, but rather on its’ own merits.

There will be two examinations during the semester as well as three assignments. Each exam will count twice as much as each assignment.

Course grades will not be based on total points. Grades on assignments and examinations will be weighted as follows: A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, and F = 0. The overall course grade will then be figured much like a grade point average.
Students will not be allowed to take an incomplete in this course due to poor planning on their part. If you find you do have a legitimate reason for an incomplete, please talk with me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Please review the University of Houston catalog to review conditions under which an incomplete may be granted.

ACADEMIC HONESTY

All students are expected to abide by the University of Houston’s Academic Honesty Policy (http://www.uh.edu/dos/hdbk/acad/achonpol.html) in all matters concerning this course. In particular, plagiarism, “representing as one’s own work the work of another without acknowledging the source,” whether intentional or unintentional, and cheating on tests will not be tolerated. Any infraction of academic honesty will result in a grade of F for the assignment. All students should familiarize themselves with these policies to avoid any possible misunderstandings and/or infractions.

EXAMINATIONS

There will be two examinations during the semester and the format for both will be multiple choice. Sample questions and a test blueprint for each exam will be available on the web site one week prior to each examination. Sample items will be just that, items which are not on the exam, but which will indicate the types, and levels, of items which will be on the exam. The text blueprint will indicate the content areas to be covered as well as the number of questions from each area. In addition, the number of questions which are recall, memory, or comprehension and the number which are application, analysis, synthesis, or evaluation will be indicated.

DURING EXAMINATIONS, NO ELECTRONIC DEVICES OF ANY KIND WILL BE ALLOWED! THIS MEANS CELL PHONES, I PODS, ETC. IF ANY ARE FOUND IN A STUDENTS POSSESSION, THAT STUDENT WILL AUTOMATICALLY RECEIVE A GRADE OF “F” ON THE EXAM.

IF YOU NEED A CELL PHONE FOR FAMILY OR “EMERGENCY” REASONS ON THE DAY OF AN EXAM, WE WILL MONITOR THE CELL PHONE FOR YOU DURING THE EXAMINATION.

ALL BOOKS, BACKPACKS, NOTEBOOKS, ETC. ARE TO BE LEFT IN THE FRONT OF THE ROOM DURING AN EXAMINATION.

UNIVERSITY OF HOUSTON ID CARDS WILL HAVE TO BE PRESENTED WHEN EXAMINATIONS ARE TURNED IN.

IF YOU WILL BE ABSENT BECAUSE OF UNIVERSITY COMMITMENTS IT IS YOUR RESPONSIBILITY TO NOTIFY THE COURSE.
INSTRUCTOR AS SOON AS POSSIBLE. TRAVEL ASSOCIATED WITH SPORTS, MUSIC, THEATER, ETC. IS NORMALLY PLANNED WELL IN ADVANCE – LET US KNOW PRIOR TO THE EXAMINATION SO MAKE UP EXAMS CAN BE SCHEDULED.

MEDICAL EXCUSES WILL ONLY BE ACCEPTED WITH A LETTER FROM A PHYSICIAN ON “LETTER HEAD” STATIONARY. THIS LETTER MUST STATE THE NATURE OF THE PROBLEM, LENGTH OF TIME, AND THAT YOU ARE/WERE UNABLE TO TAKE THE EXAMINATION FOR MEDICAL REASONS.

ASSIGNMENTS:

There will be three assignments during the course of the semester. All assignments will count equally and will each count one-half as much as each examination. For each of the first two assignments there will be two options from which you are to select one.

All assignments are to be submitted electronically through Web CT and “turnitin.com”. Turnitin is a program which automatically scans for plagiarism prior to our receiving your assignment.

All assignments will be posted on the web site for the course. Additionally, structural requirements (font size, margins, etc.) and grading rubrics will be posted for all assignments.

The student information sheet posted on the class web site is to be completed and submitted through Web DT and “turnitin.com” so that you can practice submitting material in this manner.

EXTRA CREDIT

If you wish to receive “extra credit” you may participate in a research study approved by the course instructors. The extra credit received will be 3 points added to one of your examination scores. Details of how this will be handled will be posted on the course web site.

TERM PAPER

There will be an optional term paper which is to be turned in one week prior to the final class meeting. This provides the opportunity for students to demonstrate their ability to deal with material related to the course outside of the required examinations and assignments. The paper is to be 10 – 15 pages in length and is to cover in depth a specific topic area related to human development. Topics selected must be approved in writing by the course instructor.
The term paper grade will count the same as an assignment grade. Because grades are figured on an individual basis, the course grade for anyone writing a term paper will simply be based on the equivalent of two examinations and four “assignments”.

ACCOMMODATIONS: ADA STATEMENT

When possible, and in accordance with 504/DA guidelines, we will attempt to provide reasonable academic accommodations for students who request and require them. Please call the Center for Students with Disabilities (CSD) at 713 743-5400 for more assistance. By University policy you must register with CSD and provide the course instructor with a current, official accommodation form. Please do so as soon as possible so that proper arrangements may be made.

TEXT

The text for the course will be A Topical Approach to Life-Span Development, 3rd Edition, by John W. Santrock, and published by McGraw-Hill.

Additional readings or links to additional readings will be provided on the WebCT class site.

SCHEDULE:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 17</td>
<td>Introduction and Overview</td>
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<tr>
<td>Jan. 22</td>
<td>Learning Theory – Operant</td>
<td>Chapter 1</td>
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<td>Jan. 24</td>
<td>Learning Theory – Social Learning</td>
<td>Outside Reading</td>
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<tr>
<td>Jan. 29</td>
<td>Intelligence – Quantitative Approaches</td>
<td>Chapter 8</td>
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<tr>
<td>Jan. 31</td>
<td>Intelligence- Quantitative Approaches</td>
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<tr>
<td>Feb. 5</td>
<td>Cognitive Development</td>
<td>Chapter 6</td>
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<td>Feb. 7</td>
<td>Cognitive Development</td>
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<td>Feb. 12</td>
<td>Information Processing</td>
<td>Chapter 7</td>
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<td>Feb. 14</td>
<td>Language Development</td>
<td>Chapter 9</td>
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<td>Feb. 19</td>
<td>Language Development</td>
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<td>ASSIGNMENT ONE DUE</td>
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Feb. 21  Special Populations  Outside Reading
Feb. 26  Special Populations
Feb. 28  Emotional Development  Chapter 10
March 5  MID TERM EXAMINATION  (Material through 2/26)
March 7  Emotional Development
March 12  NO CLASS: SPRING BREAK
March 14  NO CLASS: SPRING BREAK
March 19  Emotional Development
March 21  Self, Identity, and Personality  Chapter 11
March 26  Self, Identity, and Personality
March 28  Self, Identity, and Personality  Chapter 17
April 2  Gender and Sexuality  Chapter 12
April 4  Gender and Sexuality
April 9  Moral Development  Chapter 13
        ASSIGNMENT TWO DUE
April 11  Moral Development
April 16  Peers  Chapter 15
April 18  Peers
April 23  Families and Life Styles  Chapter 14
April 25  Families and Life Styles  TERM PAPER (OPTIONAL) DUE
April 30  Catch up  ASSIGNMENT FOUR DUE
May 9  FINAL EXAMINATION  11 A.M -2:00 P.M.
ADDITIONAL OUTSIDE READINGS OR ACTIVITIES MAY BE ASSIGNED DURING THE SEMESTER.