

Syllabus
Department of Educational Psychology & Higher Education
Summer 2016

EPY 711: Human Growth & Development (Online)

Instructor:

Email:

****Please correspond via email within our online course**

Phone:

Office:

I. Course Description

The emphasis of this course is on the description and implications of human growth and development for educational psychology, counseling, instruction, and research in academia.

II. Upon completion of the course the student should be able to:

KNOWLEDGE:

1. Gain knowledge of what is meant by the study of human development
2. Understand genetic and environmental influences on human development.
3. Understand the prenatal, perinatal, and postnatal stages of development.
4. Gain knowledge of Piagetian and Vygotskian theories of cognitive and language development.
5. Understand research and theory related to intelligence and creativity.
6. Understand personality theory and self-concept pertaining to all major periods of development.
7. Gain knowledge of moral development theories and related issues.
8. Understand issues related to death and dying.

SKILLS:

1. Critique several theories of human development, verbally and in written form.
2. Explain in written form, the biological foundations of development.
3. Identify and discuss, in written form, issues related to gender roles and sexuality in all major periods of development
4. Apply theory and research pertaining to emotional and social development in all major periods of development verbally and in written form.
5. Discuss achievement motivation theory pertaining to all major periods of development, verbally and in written form.

DISPOSITIONS:

1. Appreciate educational implications for research and theory associated with social, emotional, and cognitive development.
2. Develop an awareness of the cognitive, social, and emotional needs of individuals during different age periods of development.
3. Appreciate the consistencies and differences in various theories of development.
4. Appreciate the implications of issues related to nature/nurture in the major periods of human development.

EVIDENCE:

Students will demonstrate their knowledge, skills, and dispositions in the following ways:

1. Convey an understanding of concepts related to human development and their implications for education through the successful completion of two written exams.
2. Lead and participate in online discussions designed to facilitate critical thinking about, and evaluation of, course readings and activities.
3. Appropriately research a relevant issue concerning human development and synthesize findings OR relate course material to one's own development.
4. Convey an understanding of implications for a career in education regarding human development through successful completion of written assignments.

III. Required Materials

Text: Sigelman, C. K., & Rider, E. A. (2015). *Life-Span Human Development*. (8th Edition) U.S.: CENGAGE Learning.

IV. Course Requirements

Grades will be based on the following requirements:

A.	2 100-point exams	200
B.	Written Project	100
C.	10 Learning logs (5 points each)	50
D.	Student-Led Discussion	50
E.	Participation in Student-Led Discussions	<u>50</u>

Total 450

Grades: Grades will be assigned on the standard university scale (90-100 = A, 85-89 = B+, 80-84 = B, 75-79 = C+, 70-74 = C, 65-69 = D+, 60-64 = D, 59 and below = F).

- (1) **Exams:** Two essay exams (100 points each) will be given. Make-up exams will be given only in extreme situations and, if approved, must be taken within one week of the original exam due date.
- (2) **Autobiography:** Students will write an autobiography tracing their own physical, cognitive, and social development and discuss how these aspects of their own development relate to theory and research discussed in the course. More detail regarding this project will be provided later in the course.

OR

Literature Review: Students will write a literature review describing and discussing relevant research associated with a particular topic from the course. More detail regarding this project will be provided later in the course.

- (3) **Learning logs:** Approximately 2-3 times per week, students will be assigned a learning log. Each learning log **should contain 3 parts (unless otherwise specified)**:
 - a) One or more pertinent question(s) you have after completing the reading.
 - b) Any concepts/issues that you did not understand **AND** something that stood out to you.
 - c) A brief discussion (paragraph) of how the information covered relates to **YOUR** current/future career as an educator. Give a **specific** example of this.
- (4) **Student-Led Discussions:** For one section of class, a small group (2-4) of students will provide a supplementary reading to the class and lead a discussion about it. Each group will be assigned particular dates for their discussion. The reading should correspond, in general, to the assigned topic/chapter for the specified date **AND expand on the information provided in the text.**

Discussion leaders are expected to:

- * provide the reading material on time
- * effectively lead the larger group in discussion
- * develop an activity related to the reading and that will involve the rest of

the class (e.g., case studies to discuss, play a game, take a survey, watch a video clip, etc.).

*answer any questions about the reading and/or activity posted by their classmates

* compose one follow-up/summary response to the larger group (EACH leader does this at the end of the discussion)

Student-Led Discussions will be assessed using the following criteria:

I. Knowledge of the Topic	Points Possible
The discussion leader demonstrates a thorough grasp of the article's contents.	1 2 3 4 5 6 7
The activity reflects the ideas presented in the article.	1 2 3 4 5 6 7
The article expands on the general course topic.	1 2 3 4 5 6 7
II. Discussion	
The discussion leader responds to questions/comments posted by classmates.	1 2 3 4 5 6 7
The discussion leaders follow the due dates for their discussion.	1 2 3 4 5 6 7
Discussion leader provides a summary response at the end of the discussion	1 2 3 4 5 6 7
The discussion raises important issues related to development.	1 2 3 4 5 6 7 8
	TOTAL 50

(5) **Participation in Student-led Discussions.** As a member of the class, you will be responsible for participating in the student-led discussions set up by your classmates. Your role in each discussion (when you are the NOT the leader) is to:

- 1) Read the article, **AND**
- 2) Participate fully in the activity that the leaders assign you **AND** post (2) thoughtful questions/responses to the larger group during the specified dates of the discussion.

- * All assignments are due at “Midnight.” For example, a Due Date of Feb. 22 means the assignment is due the evening of Feb. 22 at 11:59 p.m. The only exception to this is when discussion readings and activities are posted – please post them in the morning.

- * Rewrites are always an option in this course (i.e., logs, exams, papers). If you want to better your grade on your written assignments, you can. If you turn in a rewrite, please turn in the original copy too. In addition, I will be happy to look at any “work in progress” (e.g., ideas, outlines, rough drafts, etc.). Late papers will be downgraded.

Course Outline EPY 711

Week #1

Module #1

- July 11 Topic: Introduction video & syllabus
Student-Led discussion groups assigned
- July 12 Introduce yourself to discussion group members

Learning log #1 Due

Module #2

- July 13 Topic: Understanding Life-Span Human Development (Ch.1). AND
Theories of Human Development (Ch. 2).
- July 14 **Learning log #2 Due**

Module #3

- July 15 Topic: Genes, Environment & Development (Ch. 3) AND
Prenatal Development & Birth (Ch. 4)
- July 17 **Learning log #3 Due**

Week #2

Module #4

- July 18 Topic: Body, Brain & Health (Ch. 5) AND
Sensation, Perception & Action (Ch. 6)
- July 19 **Learning log #4 Due**

Module #5

July 20 Topic: Cognition (Ch. 7)
Autobiography & Literature Review guidelines posted

Learning log #5 Due

Module #6

July 21 Topic: Memory & Information Processing (Ch. 8)
Reading and Activity for Student-Led Discussion #1 posted by leaders

July 22 **Discussion #1 Activity & group responses Due**

July 23 **Discussion #1 Leader responses to larger group Due**

Learning log #6 Due

Week #3

Module #7

*Sun. July 24 EXAM # 1 posted

July 26 **EXAM #1 Due**

Module #8

July 27 Topic: Intelligence & Creativity (Ch. 9) AND
Language & Education (Ch. 10)

July 28 **Learning log # 7 Due**

Module #9

July 29 Topic: Self & Personality (Ch. 11) AND
Gender Roles & Sexuality (Ch. 12)
Reading and Activity for Student-Led Discussion #2 posted

July 30 **Discussion #2 Activity & group responses Due**

July 31 **Discussion #2 Leader responses to larger group Due**
Learning log #8 Due

Week #4

Module #10

Aug. 1 Topic: Social Cognition & Moral Development (Ch. 13) AND
Emotions, Attachment & Social Relationships (Ch. 14)
Reading and Activity for Student-Led Discussion #3 Due

Aug. 2 **Discussion #3 Activity & group responses Due**

Aug. 3 **Discussion #3 Leader responses to larger group Due**
Learning log #9 Due

Module #11

Aug. 4 Topic: The Final Challenge: Death & Dying (Ch. 17)
Reading and Activity for Student-Led Discussion #4 Due

Aug. 5 **Discussion #4 Activity & group responses Due**

Aug. 6 **Discussion #4 Leader responses to larger group Due**
Learning log #10 Due

Week #5

Module #12

*Sun. Aug. 7 EXAM #2 posted

Aug. 9 **EXAM #2 Due**

Module #13

Aug. 10 Work on Autobiography OR Literature Review

Aug. 14 **Autobiography OR Literature Review Due**

University Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the

instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians by subject](https://www.library.unlv.edu/contact/librarians%20by%20subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.