

EPY 711

Human Growth & Development (Online)

Syllabus
Department of Educational Psychology & Higher Education

Instructor: XXX
Email: XXX
Phone: XXX
Office: XXX

Hello and Welcome!

An invitation...

I would like to extend an invitation to YOU in terms of our EPY 711 course. For a number of good reasons, too many to list here, we will be approaching this course on life-span development using a Social Justice/AntiRacist lens. As members of this course, we are all educators in some form or another (e.g., counselors, teachers, educational psychologists, educational researchers, school psychologists, etc.) and in our role as educators, we have a unique and crucial opportunity to be a key part of positive change – change that can take place at the individual, community, and societal levels and beyond.

I am by no means an expert in the areas of Social Justice and Antiracism, but I am hopeful that we can learn together on this journey and allow for sometimes uncomfortable challenges to our beliefs, mistakes that we will ultimately make (and learn from), and the support and celebrations of our possibly small but mighty successes.

I very much look forward to working with you, and I am here to support you in whatever way I can!

-Lisa

Course Description

- I. 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 using a Social Justice/Antiracism lens.
- II. Upon completion of the course the student should be able to:
 - A. DEVELOPMENT KNOWLEDGE AND HOW IT RELATES TO SOCIAL JUSTICE/ANTIRACISM:
 - Gain knowledge of what is meant by the study of human development
 - Understand genetic and environmental influences on human

development.

- Understand the prenatal, perinatal, and postnatal stages of development.
- Gain knowledge of Piagetian and Vygotskian theories of cognitive and language development.
- Understand research and theory related to intelligence and creativity.
- Understand personality theory and self-concept pertaining to all major periods of development.
- Gain knowledge of moral development theories and related issues.
- Understand issues related to death and dying.

B. SKILLS THAT SUPPORT SOCIAL JUSTICE/ANTIRACISM:

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

C. DISPOSITIONS THAT INCLUDE & SUPPORT SOCIAL JUSTICE/ANTIRACISM:

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

D. EVIDENCE THAT INCLUDES COMPONENTS OF SOCIAL JUSTICE/ANTIRACISM:

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

- Convey an understanding of concepts related to human development and their implications for education through the successful completion of two written exams.

- Lead and participate in online discussions designed to facilitate critical thinking about, and evaluation of, course readings and activities.
- Appropriately research a relevant issue concerning human development and synthesize findings OR relate course material to one's own development.
- 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. (2018). *Life-Span Human Development*. (9th Edition) U.S.: CENGAGE Learning.

Additional required materials (i.e., TEDTalks, articles and podcasts) will be included in our WebCampus course. IV.

IV. Course Requirements Grades will be based on the following requirements:

A.	2 100-point exams	200
B.	Written Project	100
C.	11 Learning logs (6 points each)	66
D.	Student-Led Discussion	60
E.	Participation in Student-Led Discussions	84

Total 510

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).

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.

Written Project:

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.

Learning logs:

Approximately each week, students will be assigned a learning log. Each learning log **should contain 3 parts (unless otherwise specified):**

One or more pertinent question(s) you have after completing the reading(s).

1. Any concepts/issues that you did not understand **AND** something that stood out to you.
2. A brief discussion (paragraph) of how the information covered relates to **YOUR** current/future career as an educator. Give a **specific** example of this.

Student-Led Discussions:

For one section of class, a small group (2-6) 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, **expand on the information provided in the text, AND include some aspect of Social Justice/Antiracism.**

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:

Knowledge of the Topic

- The discussion leader demonstrates a thorough grasp of the article's contents. (Points possible – Range 1 through 8)
- The activity reflects the ideas presented in the article. (Points possible – Range 1 through 8)
- The article expands on the general course topic AND includes content related to Social Justice/Antiracism. (Points possible – Range 1 through 9)

Discussion

- The discussion leader responds to questions/comments posted by classmates. (Points possible – Range 1 through 8)
- The discussion leaders follow the due dates for their discussion. (Points possible – Range 1 through 8)
- Discussion leader provides a summary response at the end of the discussion. (Points possible – Range 1 through 9)
- The discussion raises important issues related to development and Social Justice/Antiracism. (Points possible – Range 1 through 10)

Total Points (Student-Led Discussions)

60 points

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** Participate fully in the activity that the leaders assign you **AND**
2. 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 July 22nd means the assignment is due the evening of July 22nd at 11:59 p.m. **The only exception to this is when student-led 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.

Additional UNLV Policies:

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the **Final Exam Schedule**, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and

announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the **ASC website**, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment. Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Course Outline

EPY 711

***Check Modules in WebCampus for additional material including TedTalks, articles, etc.**

Module #1

- August 24 Topic: Introduction video & syllabus
Terms/Concepts List – EXPLORE!
Student-Led discussion groups assigned
- Aug. 30 Introduce yourself to discussion group members
Learning log #1 Due

Module #2

- Aug. 31 Topic: Understanding Life-Span Human Development (Ch.1).
Chapter 1 – TEDTalk
Chapter 1 - Article
- AND Theories of Human Development (Ch. 2).
- Sept. 6 **Learning log #2 Due**

Module #3

- Sept. 7 Topic: Genes, Environment & Development (Ch. 3)
Chapter 3 – Article
- AND Prenatal Development & Birth (Ch. 4)
Chapter 4 – TEDTalk
Chapter 4 – Article
- Sept. 13 **Learning log #3 Due**

Module #4

- Sept. 14 Autobiography & Literature Review guidelines posted
Topic: Body, Brain & Health (Ch. 5)
- Chapter 5 - TEDTalk
AND Sensation, Perception & Action (Ch. 6)
- Chapter 6 – TEDTalk

Reading and Activity for Student-Led Discussion #1 Posted by leaders

- Sept. 17th** **Discussion #1 Activity and group responses Due**
- Sept. 20** **Discussion #1 Leader responses to larger group Due**
Learning log #4 Due
- Module #5**
- Sept. 21 Topic: Cognition (Ch. 7)
Chapter 7 - TEDTalks
- Reading and Activity for Student-Led Discussion #2 Posted by leaders**
- Sept. 24 **Discussion #2 Activity and group responses Due**
- Sept. 27 **Discussion #2 Leader responses to larger group Due**
Learning log #5 Due
- Module #6**
- Sept. 28 Topic: Memory & Information Processing (Ch. 8)
- Reading and Activity for Student-Led Discussion #3 Posted**
- October 1 **Discussion #3 Activity and group responses Due**
- Oct. 4 **Discussion #3 Leader responses to larger group Due**
Learning log #6 Due
- Module #7**
- Oct. 5 EXAM # 1 posted
- Oct. 11 **EXAM #1 Due**
- Module #8**
- Oct. 12 Topic: Intelligence & Creativity (Ch. 9)
AND Language & Education (Ch. 10)
Chapter 10 - TEDTalks
- Reading and Activity for Student-Led Discussion #4 Posted**
- Oct. 15 **Discussion #4 Activity and group responses Due**
- Oct. 18 **Discussion #4 Leader responses to larger group Due**
Learning log #7 Due

Module #9

Oct. 19

Topic: Self & Personality (Ch. 11)
Chapter 11 – TEDTalks

AND Gender Roles & Sexuality (Ch. 12)
Chapter 12 – TEDTalks

Reading and Activity for Student-Led Discussion #5 Posted

Oct. 22

Discussion #5 Activity and group responses Due

Oct. 25

Discussion #5 Leader responses to larger group Due

Learning log #8 Due

Module #10

Oct. 26

Topic: Social Cognition & Moral Development (Ch. 13)
Chapter 13 - Podcast

Reading and Activity for Student-Led Discussion #6 Posted

Oct. 29

Discussion #6 Activity and group responses Due

Nov. 1

Discussion #6 Leader responses to larger group Due

Learning log #9 Due

Module #11

Nov. 2

Nevada Day

Nov. 3

Topic: Emotions, Attachment & Social Relationships (Ch. 14)
Chapter 14 - TEDTalks

Reading and Activity for Student-Led Discussion #7 Posted

Nov. 5

Discussion #7 Activity and group responses Due

Nov. 8

Discussion #7 Leader responses to larger group Due

Learning log #10 Due

Module #12

Nov. 9

Topic: The Final Challenge: Death & Dying (Ch. 17)
Chapter 17 - TEDTalks

Reading and Activity for Student-Led Discussion #8 Posted

Nov. 12

Discussion #8 Activity and group responses Due

Nov. 15 **Discussion #8 Leader responses to larger group Due**
Learning log #11 Due

Module #13

Nov. 16 EXAM #2 posted

Nov. 22 **EXAM #2 Due**

Module #14

Nov. 23-25 Work on Autobiography **OR** Literature Review

Nov. 26-29 Thanksgiving Recess

Module #15

Nov. 30-Dec. 10 Work on Autobiography **OR** Literature Review

Dec. 11th **Autobiography OR Literature Review Due**