

**Human Growth and Development
Educational Psychology 303-003
Spring 2007**

<u>Instructor</u>	<u>Course Details</u>	<u>Required Course Materials</u>
William H. Jackson 109 Simpson Hall wjackson@unm.edu http://www.unm.edu/~wjackson <u>Office Hours:</u> Wednesday 3:00–4:00p.m. Or by appointment 505-827-8255	Wed: 4:00–6:30pm Mitchell Hall Rm 120 3 Credit Hours Prerequisites: none	<u>Text:</u> Berk, L.E. (2007). <i>Development Through the Lifespan</i> (4 th ed.). Needham Heights, MA: Allyn & Bacon. Additional readings and materials will be provided via e-mail and web-sites.

Course Description

Human development is a key factor in determining how individuals learn. A better understanding of this natural and universal process is beneficial for educators, parents, supervisors and others engaged in learning situations both in and outside the classroom. The purpose of this course is to study the physical, cognitive and socio-affective aspects of human development from early childhood through the adult stages of life.

Course Objectives

This course is designed to provide you with theoretical and practical foundations in human development with special emphasis given to their relations to learning. At the completion of the course you should be able to:

- discuss basic knowledge, theories and principles of human development,
- recognize and use key terms and concepts used by professionals in the field of human development,
- understand how development can influence performance in school and other learning environments, and
- recognize individual and collective developmental differences that can affect learning.

Class Procedures

The course will meet Wednesdays from 4:00 - 6:30 p.m. We will meet in Mitchell Hall, Room 120. These meetings will consist of lecture, participatory group and individual learning activities, and live or recorded presentations. Discussion, questions and active participation are expected as a vital component of the course.

Course Assessment

Assessment for this course will consist of a variety of types and forms including multiple choice tests, written assignments, in class presentations and other activities, with no one assessment style dominating the determination of course grade.

Assessments will consist of

1. Three in-class exams (worth 30% of your final grade)
 2. Individual Research Paper (worth 20% of your final grade)
 3. Individual Research Paper Presentation (worth 10% of your final grade)
 4. Research Participation Requirement (worth 10% of your final grade)
 5. Inside Class Participation (worth 10% of your final grade)
 6. Outside Class Assignments (worth 10% of your final grade)
 7. There is no extra credit available in this course.
- In accordance with University policies, no "Incompletes" will be offered for this course except under catastrophic circumstances. The student must make a request for an incomplete to the instructor *before the final exam*.
 - Your final course grade will be assigned according to the following scale, though I reserve the right to amend this scale for the benefit of students:

A+ 98% - 100%	B+ 88% - 89%	C+ 78% - 79%	D+ 68% - 69%
A 92% - 97%	B 82% - 87%	C 72% - 77%	D 62% - 67%
A- 90% - 91%	B- 80% - 81%	C- 70% - 71%	D- 60% - 61%

In-class Exams

Three multiple choice and/or short answer tests will be given during the semester. Test questions will be taken from class lectures, presentations and discussions, the course text, and additional assigned reading. To do well on the tests, you must attend class, read the assignments and complete the preparatory assignments. Each test will count 10% of your grade. If you know that you will be absent on the day of a test, you are responsible for making other arrangements for taking the test. If you fail to attend on the day of a test and have not made prior arrangements, you will lose 10 points from the test score. You must take the test before the tests are returned to the other students.

Research Paper & Presentation

Every individual will choose a topic of interest related to human development. Students will research the topic, prepare a 15-minute presentation, and write an APA style final paper. The articles you use to support your paper must come from professional (peer reviewed) educational journals. Your selection of articles will be discussed further in class and I will be available to help you throughout the process.

- Portions of this assignment will be due throughout the semester described in the agenda below and presentation times will be assigned.
- The final paper portion of the assignment is due by 4:00pm on the day of the class final but may be turned in earlier if desired. An electronic document by e-mail is preferred but a paper copy will be accepted.

- The paper must be written in APA style, approximately 3-5 pages in the body of the paper (cover page and references are extra). Grammar and spelling will be graded.
- At least 3 articles must be used and cited properly using APA style.
- For the presentation portion of this assignment, points will be given for quality of presentation (70), use of visual aides (20) [level of technology does not matter – a well done poster counts as much as a well done PowerPoint presentation], and showmanship (10) [professional appearance, “stage presence”, etc.]

Research Participation Requirement

- All students enrolled in EdPsy 303 or EdPsy 310 will be introduced to educational and psychological research. Educational practices and policy decisions are (or should be) based on well-designed theoretical research. It is therefore important to experience first-hand how this research is conducted, how it can benefit decision makers, and how its limitations can mislead when used unwisely. For those taking both EdPsy 303 and EdPsy 310, this is a separate requirement that must be satisfied for each class.
- The purpose of this requirement is to familiarize students with procedures, topics, and questions currently under investigation in educational research. There are 2 ways to approach your research experience: Option 1 which involves hands-on participation in a research study or Option 2 which is the more traditional reading and writing of research papers.
- If you choose Option 1, you will be asked to participate in a 2-hour research study conducted by faculty and graduate students from the Educational Psychology Program. Upon completion of the study you will answer 3 short reflection questions. Opportunities for participation will be announced in the following website after January 22: <http://sharat.unm.edu/student>
- This website will give you directions to sign-up electronically and will also give you directions to the research lab. Be aware that if you sign up for a research study and fail to show up for the arranged time, you may not be given an opportunity to sign up again and you will have to write a paper instead (see Option 2 below). Therefore, we recommend that you let the experimenter know if you have an emergency and need to cancel the appointment at least 24 hours in advance. Experimenter contact information is included in the website.
- If you choose Option 2, you will be required to select and read a research article from a major professional journal (Journal of Educational Psychology, Contemporary Educational Psychology, Review of Educational Research, or Child Development) and write a two-page response paper of no less than 500 words. The paper should address the following:
 - Briefly describe the study.
 1. What was the purpose of the study?
 2. What were the results and conclusions?
 3. Were the conclusions justified?
 4. What are the instructional implications of this research?

Inside Class Participation

- Part of your responsibilities in this class will be as an active participant in group projects, lectures, discussions and other activities. This assumes your prompt attendance in each and every class.

Outside Class Assignments

- You will be assigned some homework. These assignments are designed to stimulate class discussions, provide first hand experience in psychological research methods, and help in preparation for your in-class tests and research requirements.

Expectations of Professionalism

Ethics

- You are expected to abide by the University policies on academic honesty and integrity as given in the [*Pathfinder*](#). ***It is your responsibility to be familiar with these policies.*** Violations of these policies will not be tolerated and are subject to severe sanctions up to and including expulsion from the university.
- Study groups are encouraged, their purpose is to help you learn the material and to provide a peer review before final versions of assignments are submitted for credit. They are ***not*** to be used to combine efforts to produce assignments. Each student (or assigned group as applicable) is responsible for writing up and submitting individual assignments. Separate copies of a group-constructed assignment are ***not*** acceptable.

Plagiarism

- Plagiarism is addressed in the UNM Pathfinder as an academically dishonest act. Even though you are aware of plagiarism, it is important to review definitions and policies for this class.
- Webster's Unabridged Dictionary, 2nd edition (2001), defines plagiarism as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work; something used and represented in this manner" (p. 1479). Plagiarism occurs in any written text you write, be it your final paper, your chapter responses, or your homework. Cite other people's work and ideas that you use as you write your assignments.
- The simplest form of plagiarism uses small portions of the written work of another (word-for-word or paraphrased). More severe plagiarism occurs when one uses the outline and bibliography of another person's paper with no citations, or copies entire sentences, paragraphs, or sections of someone else's work with no citations. Take note: copying non-textual material (graphs and figures) with no citations is also plagiarism.
- As you can see from the definition above, you avoid plagiarism by citing everyone's work in your paper, whether you have paraphrased it or taken direct quotes, whether it's their idea, their model or principle, or a specific research study. You must quote and explicitly reference other people's work by citing the author's last name and the year of the publication in your text. The last page of your text should then include a full reference to the work being cited. See the

references section in the back of our textbook to guide you on how to document an article, website, or book. When using direct quotes, introduce the idea in your own words, and expand on it. You may want to keep direct quotes to a minimum to demonstrate your mastery of the material being covered.

- The penalties for plagiarism are as follows:
 - **First warning** – you will come to talk with me during office hours about your assignment. You will re-do the assignment with grading beginning at a “B”, write a 2-page paper about plagiarism with citations, and complete an additional assignment related to the plagiarized one, with citations.
 - **Second occurrence (after first warning)** – you will receive a “WF” or “F” for the course and you will be reported to the Dean of Students.
- Lesser (but never greater) penalties may be imposed at the instructor's discretion. All assignments will be checked for instances of plagiarism. If plagiarism is discovered after a grade has been assigned, the appropriate penalty will be retroactively applied.
- To consult UNM policy, see the UNM Pathfinder, article 3, “Academic Dishonesty,” at the following website:
<http://www.unm.edu/%7esac/policies.html#studentcode>, or search for “Pathfinder” at the UNM home page.
- Adapted from <http://averia.unm.edu/MGT437/plagiarismpolicy.htm>, January 10, 2007 and Tenley Ruth, January 13, 2007.

Behaviors

- Professionalism is always expected during class
- All pagers and cell phones should be turned off during class. If you must be available for emergency calls, please ensure your cell phone is set to “manner mode” and sit near the door so you can make a quick and non-disruptive exit.
- You will be expected to be here and ready to begin at 4:00 p.m.
- Attendance is mandatory and is included as part of your participation grade. Additionally, you are still responsible for all materials and information covered during any absence.
- Always respect your fellow classmates, their views and opinions. Although all questions, topics and opinions will be respected, occasionally the time constraints of class may require that a full discussion be postponed to office hours, telephone or other form of communication.
- Due dates for assignments are non-negotiable, and late work will be penalized 10% per class period.
- All work submitted for the course must be legible, well organized & labeled, and stapled (not paper-clipped together). Illegible work will be returned to you without a grade, and you may resubmit it in legible form subject to the late penalty.

Other Course Policies

- In accordance with University policies, this instructor will make reasonable accommodation to the religious observances and national origin practices of a

student and to the known physical or mental limitations of a qualified student unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operation of the University. Qualified students with disabilities should contact the [Office of Equal Opportunity](#) or the [Office of Student Support Services](#) for information regarding accommodations.

- Students are responsible of contacting the Office of Student Support Services to document a qualifying disability, to have that office recommend appropriate accommodations, and to inform the instructor of those accommodations. Please see me *as soon as possible* should you think you require any accommodation.

Proposed Course Agenda

Date	Topics	Chap(s)	Due
1-17	Introduction		
1-24	History & Research	Ch. 1	
	Environment & Biology	Ch. 2	
1-31	Prenatal Development & Infancy	Ch. 3	Individual Topics
	Physical Development: First 2yrs	Ch. 4	
2-7	Cognitive Development: First 2yrs	Ch. 5	
	Socio-Emotional Development: First 2yrs	Ch. 6	
2-14	Test 1		Reference Page
2-21	Physical & Cognitive Development: 2-6yrs	Ch. 7	
	Socio-Emotional Development: 2-6yrs	Ch. 8	
2-28	Physical & Cognitive Development: 6-11yrs	Ch. 9	Test 1 Corrections
	Socio-Emotional Development: 6-11yrs	Ch. 10	
3-7	Physical & Cognitive Development: 11-20yrs	Ch. 11	Abstract (outline)
	Socio-Emotional Development: 11-20yrs	Ch. 12	
3-14	Spring Break – No Class		
3-21	K-12 wrap-up & review		
3-28	Test 2		
4-4	Physical & Cognitive Development: 20-35yrs	Ch. 13	Rough draft
	Socio-Emotional Development: 20-35yrs	Ch. 14	
4-11	Physical & Cognitive Development: 35-65yrs	Ch. 15	Test 2 Corrections
	Socio-Emotional Development: 35-65yrs	Ch. 16	
4-18	Physical & Cognitive Development: 65+	Ch. 17	
	Socio-Emotional Development: 65+	Ch. 18	
4-25	Adulthood wrap-up and review		
5-2	Test 3		
5-9	Final Paper Due		Final Paper