

UC 11813 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2013

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: EPSY College: EDUC
 2. Faculty Contact Person: Andrea Burrige Telephone: 3-0412 Email: aburrige@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
HDFS / 2317 / Introduction to Human Development and Intervention
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
HDFS / 2317 / HUMAN DEV AND INTERVENTIONS
 • SCH: 3.00 Level: SO CIP Code: 19.0701.00.07 Lect Hrs: 3 Lab Hrs: 0

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4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:
 • Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): HDFS
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HDFS / 2317 / Human Development and Intervention
 • Course ID: 24899 Effective Date (currently active row): ____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: none Description (30 words max.): 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.

10. Dean's Signature: _____ Date: 10/12/12
 Print/Type Name: Moussa Peterson

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Educational Psychology, College of Education

Person Making Request: Andrea Burrige

Telephone: 713-743-0412

Email: aburridge@uh.edu

Dean's Signature: _____

Date: 9/7/12

Course Number and Title: HDFS 2317: Human Development and Interventions

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Explain major concepts in lifespan human development, including biological, physical, social, and cognitive development. This will include listing major developmental milestones, explaining important concepts, summarizing developmental theories, and recognizing the impact of culture on development.
2. Develop, state, and support positions relative to specific issues in human development, and evaluate counter positions relative to these issues.
3. Apply knowledge of developmental theories to educational and non-educational settings.
4. Connect content of the course to personal and social responsibility as applied to human development, including making ethical decisions and becoming aware of civic responsibility with respect to local, national, and global communities.
5. Critically analyze and interpret the research methodology and other varying approaches to the study of human development.
6. Effectively communicate through writing including content, grammar, and syntax in a scholarly manner.

Component Area for which the course is being proposed (check one):

***Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills | <input type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students interview an individual over the age of 65. They will then write a 3-5 page paper critically analyzing that person's life in terms of the developmental theories discussed in the course. The full interview paper assignment is attached.

Communication Skills:

Students interview an individual over the age of 65. They will then write a 3-5 page paper analyzing that person's life in terms of the developmental theories discussed in the course. The papers will be graded not only in terms of analysis, but also in the students' ability to complete an interview and successfully summarize and communicate their finding in an academic paper. The full "Interview Paper" assignment is attached.

Students will work in small groups to research and present a celebration or ceremony that marks a significant life event from a culture of their choice (i.e., baptism, quinceanera). The group will create a 5-10 minute presentation and 1-2 page written summary to describe the ceremony and analyze how it connects to developmental theories. The paper will be graded not only in terms of the analysis, but in the student's ability to summarize and communicate their findings in an oral presentation. The full "Cultural Rital Presentation" assignment is attached.

Empirical & Quantitative Skills:

Throughout the semester student will take 4 exams. Selected multiple choice test items from the 1st exam and 2nd exam will be used to assess empirical and quantitative skills. See attached document for the exact test items.

Teamwork:

Click here to enter text.

Social Responsibility:

Students will work in small groups to research and present a celebration or ceremony that marks a significant life event from a culture of their choice (i.e., baptism, quinceanera). The group will create a 5-

10 minute presentation and 1-2 page written summary to describe the ceremony and analyze how it connects to developmental theories. The cultural ritual presentation and summary will be used to assess social responsibility. The full "Cultural Rital Presentation" assignment is attached.

Throughout the semester student will take 4 exams. Selected multiple choice test items from the 3rd exam will be used to assess social responsibility skills. See attached document for the exact test items.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Course is presented in face-to-face, hybrid, and outline formats. Differences in syllabi are due to differences in formats.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Introduction to Human Development and Family Studies

HDFS 2317: Introduction to Human Development and Family Studies

Course No:

Location:

Instructor:

E-mail: Office Hours:

Mailbox:

TA:

E-mail:

Office Hours:

Mailbox:

Required Texts:

- Santrock, J. W. (2012). A Topical Approach to Life-Span Development (6th Ed.). New York, NY: McGraw-Hill.
- Other required readings can be found on the Blackboard listing for this course.

Required Materials:

- You must provide your own scantrons for exams. You will need FOUR total. The form number is 4521.
- For the online course, you will need to have access to the Internet, Adobe Flash Player, Adobe Reader, and Microsoft Word.

Overview:

(3 credits) 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.

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 of knowledge required in the course.

The focus during this course will be on the higher levels of learning which requires 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.

Course objectives:

Students who complete this course will:

1. Explain major concepts in lifespan human development, including biological, physical, social, and cognitive development. This will include listing major developmental milestones, explaining important concepts, summarizing developmental theories, and recognizing the impact of culture on development.
2. Develop, state, and support positions relative to specific issues in human development, and evaluate counter positions relative to these issues.

3. Apply knowledge of developmental theories to educational and non-educational settings.
4. Connect content of the course to personal and social responsibility as applied to human development, including making ethical decisions and becoming aware of civic responsibility with respect to local, national, and global communities.
5. Critically analyze and interpret the research methodology and other varying approaches to the study of human development
6. Effectively communicate through writing including content, grammar, and syntax in a scholarly manner.

Class Sessions:

The following are general rules for the class:

1. It is expected that you will be courteous to others, whether to other students, the TA, or the instructor. There will be a wide range of ideas, opinions, etc. expressed during the course and any disagreement should be handled in an appropriate, professional manner.
2. It is expected that you be prepared for the upcoming week and the materials to be considered for that week.
3. For any make-up assignments, it is expected that you provide adequate documentation. Documentation needs to be presented to the instructor or TA BEFORE the assignment is due. The instructor understands there may be unforeseen emergencies. In these cases, please let the instructor or TA know as soon as possible and provide proper documentation (e.g., a police report or a hospital admissions form).

Email

Due to the online nature of this class, email is very important for communication. University classes are professional settings; therefore communications need to follow email etiquette. When emailing the instructor or TA, please use a greeting, a body, and a salutation. Use proper grammar and punctuation (i.e., no slang, do not use all capital letters, do not use emoticons). Any email that is sent to the instructor or TA that do not adhere to these guidelines will be sent back and a rewritten email will be requested before the email will be answered. For more email etiquette information, please refer to <http://owl.english.purdue.edu/owl/resource/636/01/>.

Please allow for at least a 48-hour turn around for replies to all emails.

Assignments

Assignments include weekly quizzes, discussion posts, and papers. All assignments are submitted online. Please make sure that you have enough time to complete all assignments.

There have been instances of problematic technology in other online classes. If this happens, please email the instructor and TA **BEFORE THE DEADLINE** to submit your work or to let them know of the problem. If possible, please take pictures or screenshots of the problem on your computer so we can try to fix the problem.

Discussion Board

The discussion board can be a useful tool to communicate with other students for this class. Besides the required discussion participation (see below), there will be other sections so that students are able to discuss with one another.

Student Requirements and Evaluation:

Discussion Participation

Students will be expected to participate in six discussions on the discussion board throughout the semester. The discussions will provide a prompt on a relevant topic from the class. Each student is required to provide a total of three responses per each discussion. One response needs to be an original thought or idea about the discussion prompt. The two other responses can be reactions or replies to other students' posts. The discussions are meant to engage students and allow expression of thoughts about the topics. *In no way should this be considered a debate on ideological or political thoughts. Please refer to the class rules on etiquette and respect.*

Discussion responses will be graded for originality and input. Each discussion is worth 10 points: 6 points for an original post, 2 points for one reply, and 2 points for a second reply. Please do not respond with just a yes or no answer (this type of response will only earn you 1 point). To gain all 10 points for discussions, you must provide insightful responses and bring in topics discussed in the book or in lecture.

Quizzes/Assignments/Reflections

Each week, students are responsible for taking the weekly quiz on Blackboard Learn. These quizzes will review the chapter(s) discussed for the week. For example, students will take the Chapter 5 quiz the week that chapter 5 is reviewed in class. This ensures students review the material previously presented in lecture. Each quiz will be 10 questions and students will have 20 minutes to take the quiz. The quizzes will be open for one week and students are required to take the quiz before Sunday at 11:59pm. Please see the class schedule for a detailed list of quizzes and dates.

Papers

- 1st Paper: See additional rubric for details.
- 2nd Paper: Interview Assignment; see additional rubric for details.

Group Presentation

There will be one group presentation during the course of the semester. Your team will be responsible for choosing a “coming of age” ceremony from a culture of your choice. Together you will research and present that ceremony and how it ties into the human development theories learned in the class. See project guidelines for more information. Presentations will take place throughout the semester during relevant topic weeks.

Examinations/Tests

There will be four examinations (including the final) during the semester, and the format for all will be a combination of multiple choice, matching, true/false, and short answer. A brief, guided review will be provided to students; however, the student is responsible for maintaining notes and preparing for examinations.

*** Examinations will be given in person. Please make note of the date and time for all exams. Exams will NOT be conducted online. If there is any scheduling problem, please let the instructor know as soon as possible.

Note: Failing to show up and take any required examination will result in a grade of zero.

Exam Rules:

- 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 the 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 the examination.
- University of Houston ID cards will have to be presented when examinations are turned into the instructor/TA.
- If you are 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 for a physician on “letter head” stationary. This letter must state the nature of the problem, length or time, and that you are/were unable to take the examination for medical reasons.

Participation in Research, CAPS Workshop, OR LSS Workshop

You must complete one hour of: Participation in research, a CAPS Food for Thought Workshops, OR a workshop at Learning Support Services. See Blackboard for more details. Sona instructions for research participation can also be found on Blackboard.

Breakdown of Grades:

Component	Points
Tests (4 total; each worth 100 pts)	400
Weekly Quizzes (12 total, each worth 10 pts)	120
Papers (2 total; each worth 50 pts)	100
Group Presentation (50 pts)	50
Discussion Participation (6 total, each worth 10 pts)	60
Participation in Research Study, a CAPS workshop, OR Learning Support Services workshop (1 hour total, worth 20 pts)	20
Total	750

Letter Grade	Standard Number Grade
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
F	64 or lower

Extra Credit

You may participate in one **additional** research study/CAPS workshop/LSS workshop for one point of extra credit onto your final grade. Whichever activity you choose, the duration must be one hour.

There will also be extra credit on tests.

Sona Research Participation

See Blackboard for details under the “General Course Information” page.

Blackboard Learn for Course:

This class will be entirely online using Blackboard Learn.

Registered students are loaded into Blackboard Learn course from the registration system. *Note: Blackboard Learn is different from the old Blackboard Vista.* Students who register late should allow at least 1-2 working days for their access to be enabled.

To access Blackboard Learn:

- Access UH:
 - Go to <https://accessuh.uh.edu/>
 - Enter your CougarNet username and password
 - Under University Services, click on Blackboard Learn 9

- It will log you in automatically
- Blackboard Website
 - Go to <http://www.uh.edu/blackboard/>
 - Click on Blackboard Learn
 - Use your CougarNet username and password to log in to the website
- E-Learn Website
 - Go to <https://elearning.uh.edu/>
 - Use your CougarNet username and password to log in to the website

Accommodations:

Individual accommodations can only be made upon the written recommendation of the Center for Students with Disabilities (CSD Building, Room 100). If you believe you qualify for one or more accommodations please contact the Center ASAP at 713-743-5400. Also, inform the instructor as soon as possible if you may be requesting accommodations.

Incompletes:

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 the instructor 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:

The instructor will report and act on any incident of academic dishonesty. Penalties for such infractions may range from a lowered grade or failure on an exam or project, or for the class, to probation or temporary or permanent suspension from the university.

Note: Because instances of plagiarism are on the rise, papers will be submitted to Turnitin, an on-line service that compares your paper with papers previously submitted for other courses around the country and on the web. Turnitin will evaluate the extent of overlap between submitted papers and those already in their database.

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.

Religious Observance Policy:

Please consult the UH website for information about the University's policies regarding religious observances at www.uh.edu/dos/hdbk/holydays.html.

Course Schedule and Deadlines

Weeks	Chapter Readings	Assignments All assignments due Sunday, 11:59pm	Presentation Topic
1	Chapter 1	Ch. 1 Quiz	Introduction/ Research Methods
2	Chapter 2 & 3	Ch. 2 & 3 Quiz Discussion #1	Biological Beginnings
3	Chapter 5	Ch. 5 Quiz	Motor, Sensory, and Perceptual Development
4	Chapter 9	Ch. 9 Quiz Discussion #2	Language Development
EXAM 1		TBA	
5	Chapter 6	Ch. 6 Quiz	Cognitive Development
6	Chapter 7	Ch. 7 Quiz Discussion #3	Information Processing
7	Chapter 8	Ch. 8 Quiz PAPER 1	Intelligence
EXAM 2		TBA	
8	Chapter 10 & 11	Ch. 10 & 11 Quiz	Emotional/ Personality Development
9	Chapter 12	Ch. 12 Quiz Discussion #4	Gender and Sexuality
10	Chapter 15	Ch. 15 Quiz	Peer/Family/ Cultural Influence
11	Chapter 16	Ch. 16 Quiz Discussion #5 PAPER 2	Schools, Achievement, and Work/Motivation
EXAM 3		TBA	
12	Chapter 13	Ch. 13 Quiz	Moral Development
13			No Class This Week
14	Chapter 17	Ch. 17 Quiz Discussion #6	Death and Dying
15		All Participation and Extra Credit Due	Review for Final Exam
FINAL EXAM		TBA	