

EPSY 6010E: Foundations of Human Development for Education
University of Georgia (via Distance Learning)
Spring 2008

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Instructor: Hillary Hettinger Steiner, Ph.D.

E-mail: hsteiner@uga.edu or the "Mail" tool on our WebCT site

Course URL: <http://webct.uga.edu>

Required Text:

McDevitt, T.M., & Ormrod, J.E. (2007). *Child Development and Education* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

This textbook is also available in electronic format for a reduced cost. For more information, please see www.coursesmart.com.

Required Technology:

- A basic computer headset with microphone (can be purchased at most electronics retailers, including Wal-Mart).
- Reliable access to WebCT and HorizonWimba through any online provider. (Please run the HorizonWimba wizard as soon as possible to ensure full course access.)
- PowerPoint and Microsoft Word

Course Description and Goals:

According to the UGA bulletin, this course covers "the interactive influences of biology, family, culture, and extended environment on children's emotional, social, and cognitive development during the school years." You should take this course if you are interested in getting a broad look at current issues in the development of children ages 0-18. By the end of the semester, you should be well informed regarding the basics of child development and should be able to identify patterns of development in individual children of various ages.

Some general knowledge of psychology, education, and the scientific method will be very helpful for your performance in the course, although it is not necessary for success. Whatever your background, if you have any problems learning the material please do not hesitate to contact me.

Course Format:

Learning in online courses is extremely active and student-driven, so prepare to invest a considerable amount of individual and group effort in this course. To be successful in this course, you must be organized, able to meet frequent deadlines, and committed to working well on your own and with others. A course of this type is very flexible for the working student, but it *will not* take any less time than a traditional course. The amount of time normally taken by class meetings will likely be spent completing assignments and meeting with your small group.

Because this course is entirely online, the format is quite different from a traditional face-to-face course. The course utilizes both synchronous ("real-time", e.g., live chats) and asynchronous ("non real-time", e.g., discussion board) technologies as well as a traditional textbook to cover course content. Our course has no whole-class meeting times. You *will* meet weekly in a chat room, however, with a small group at a time of your groups' choosing. On average, this meeting will take about thirty minutes. You will also be responsible for reading the text and associated online materials and completing a variety of written

assignments.

Our study of each chapter will begin on Thursday. Each Thursday you will find a narrated PowerPoint presentation for the assigned chapter on WebCT. You should read your assigned chapter *before* viewing this presentation. Your text and the presentation will be the starting point of your study for the week. You will then meet with a small group to discuss the material. Please pay careful attention to the weekly schedule outlined in the “Summary of Student Responsibilities.” Once your group meeting time has been set, you may want to set up the “Calendar” function in WebCT to remind you of your responsibilities.

WebCT:

WebCT will be the primary vehicle used to administer the course. If you are not familiar with this tool, I encourage you to visit <http://www.student.uga.edu/webct/started.html> *before the semester begins*. I will not provide WebCT-specific support; WebCT has a support staff for this purpose. Of particular interest to our course will be the following WebCT tools:

- Mail. My primary means of communication with the class will be WebCT mail. If you prefer not to check WebCT mail every day, you can forward your WebCT mail to another mailbox by visiting the “Message Settings” option in WebCT mail. It is important that you do this, as I *will not* be keeping up with individual students’ personal e-mail addresses. You can expect me to respond to your e-mail within one business day.
- Discussion Board. This tool will be used to post and comment on weekly discussion summaries.
- My Grades. This tool allows you to privately view your progress in the course.
- Syllabus. This syllabus will be posted on the homepage for your reference.
- Calendar. This is a global calendar for the class; as noted above, you may want to personalize this calendar with group meeting times and presentation due dates.

Horizon Wimba:

Within WebCT, we will use Horizon Wimba Live Classroom for group chats. This tool enables us to ch

Grading and Assignments:

Your semester grade will be based on a total of 300 points, according to the following distribution:

	A = 282-300	A- = 270-281
B+ = 264-269	B = 252-263	B- = 240-251
C+ = 234-239	C = 222-233	C- = 210-221
D = 180-209		
F = below 180		

Weekly Small Group Discussion (5 points each, total 75 points)

Included at the end of the PowerPoint presentation each week will be a set of questions for small group discussion. Before we begin our first chapter, you will be placed in a small group of 3-5 students with whom you will work all semester. You will meet with this group weekly, at a time you choose, in one of our Horizon chat rooms for a live chat. Each week a different member of the group will serve as the Facilitator. The Facilitator is responsible for leading the discussion and posting a summary of the discussion on our discussion board. This summary, **which should be approximately 500 words**, should include a list of group members in attendance, a summary of the group’s answers to the discussion questions, a description of any group disagreements/agreements, and any unanswered questions the group had about the chapter. Please title your summary post with the week number and your group number (e.g., Week 3, Group 5). **Summaries are due no later than the Tuesday following the assigned reading.** At any time, any group member can e-mail me privately to comment on other members’ participation. After investigation, if a group member is guilty of not “pulling his/her weight,”

points will be removed from that individual's score. After all the small groups have posted their discussion summaries each week, the rest of the class may view them and comment or raise further questions. **These chats are a very important part of this course. They are mandatory. More than one absence will result in reduction of participation and/or discussion points.**

Take-Home Midterm and Final Exams (50 points each, total 100 points)

These exams will consist of several short essay questions to assess your learning in the course. You may use your notes, textbook, and any online course material (including PowerPoints) to complete the exams but you may not work together. **These exams will be due March 20 and May 1;** they will be posted approximately two weeks before their due dates.

Term Project (100 points)

For this paper, you will select a topic in child development for further study. The format of the paper will depend on your interests. Possible formats include:

1. Literature Review. For this option, you will read and discuss at least 6 original peer-reviewed journal articles on a particular topic in child development. This is an ideal choice for a student with a specific interest in some aspect of child development.
2. Research Proposal. For this option, you will propose an idea for further research in the field of child development. This is an ideal option for a student interested in an academic career. It may also be the beginning of a thesis or dissertation proposal.
3. Case Study. For this option, you will interview a child or adolescent in several sessions and discuss his/her development in light of what we have studied in class. This is an ideal option for a student who is a practicing teacher or other professional who would like to apply the topics we've studied to a real-life situation. I will provide a list of required activities and interview questions, to which you can add your own questions.

Other formats may be proposed, but you must discuss this with me early in the semester if you plan to propose an idea different from the three above choices. All papers should be completed using Microsoft Word and should conform to APA Style. Length will vary, but papers should not be less than 10 pages double-spaced. **Papers should be submitted to me no later than 11:59 P.M. April 24.**

Overall Course Participation (25 points)

As you can see, extensive participation is necessary for success in this course. Every student will start out with a perfect score in course participation. However, if at any time I feel you are not participating as you should, I will deduct points from your score. I cannot stress enough how important it is to "stay on the ball" in this course. Be organized, contribute to your group, check your e-mail frequently, and complete your assignments in a timely manner to avoid penalties in this area.

Summary of Student Responsibilities:

Daily

Check WebCT mail for announcements and other course communication.

Weekly

1. Between Thursday evening and the time your group has decided to meet, read the assignment and view the PowerPoint presentation.
2. Between Thursday and Tuesday at a time set by your group, meet with your small group to answer the assigned discussion questions.
3. On or before Tuesday, the Group Facilitator is responsible for posting a summary of your discussion on the discussion board.
4. On Wednesday, log on to the discussion board to read my comments, and to read and comment on other groups' postings.

Two Times During Semester

Submit take home exam.

Once During Semester

Submit term project.

Academic Honesty:

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Course Calendar

- January 9 On or before this date, log on to WebCT to look over course materials and run the Horizon wizard. Post an introductory paragraph on the discussion board.
- January 10 Receive small group assignments. Contact your group and set up a time between Thursday and Monday to meet in a chat room. E-mail Dr. Steiner with your group's time.
- January 17 Week 1: Introduction to the Course and Developmental Psychology
Read Chapter 1
- January 24 Week 2: Biological Bases of Development
Read Chapters 3 & 4, pgs. 62-74, 100-118
- January 31 Week 3: Family and Culture
Read Chapter 5
- February 7 Week 4: Cognitive Development According to Piaget and Vygotsky
Read Chapter 6
- February 14 Week 5: Information Processing and Memory
Read Chapter 7, pgs. 232-246
- February 21 Week 6: Strategies and Metacognition
Read Chapter 7, pgs. 246-260
- February 28 Week 7: Understanding Intelligence
Read Chapter 8, pgs. 276-291
E-mail me regarding the format and topic of your term paper
- March 6 Week 8: Differences in Intelligence
Read Chapter 8, pgs. 291-312
- March 13 **SPRING BREAK**

- March 20 Week 9: Language
Read Chapter 9
Take-Home Midterm Exam Due (Covers Weeks 1-8)
- March 27 Week 10: Emotional Development
Read Chapter 11
- April 3 Week 11: Development of the Self
Read Chapter 12, pgs. 440-466
- April 10 Week 12: Development of Social Skills
Read Chapter 12, pgs. 466-484
- April 17 Week 13: Development of Motivation and Self-regulation
Read Chapter 13
- April 24 Week 14: Peers, Schools, and Society
Read Chapter 14
Term Paper Due
- May 1 **Take-Home Final Exam Due (Covers Weeks 9-14)**