

EPSY 6010: Foundations of Human Development for Education
UGA@Gwinnett University Center
Fall 2005

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Class Meetings: Mondays, 5:00-8:00 P.M.
Gwinnett University Center, Building A, Room 1580

Required Texts: Bjorklund, D. (2005). Children's thinking (4th ed.). Belmont, CA: Wadsworth.
Shaffer, D. (2005). Social and personality development (5th ed.). Belmont, CA: Wadsworth.

Course Description:

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, [and] the implications of regularities and diversity in development for teaching and learning and on principles of educational practice to enhance development."

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:

There is a considerable amount of reading associated with this course, on which you will be tested. In addition to the reading, I will ask you to reflect on the readings in class through discussions, activities, and writing assignments. Hopefully, this will allow you to connect what you have experienced with what we are reading and discussing in class.

Since we meet only fifteen times, you are expected to attend each class meeting. If for some reason you must be absent during one of our class meetings, please contact me by e-mail to explain your situation. Each class meeting will include lectures related to the readings, small group discussion and activities, and whole-class discussion.

Grading System:

Your semester grade will be an arithmetical average of your scores on the following equally weighted assignments:

- In-Class Journaling (100 points)
- Midterm Exam (100 points)
- Final Exam (100 points)
- Term Paper (100 points)

In-Class Journaling (10 journals, 10 points each): During most of our class meetings, you will respond to a prompt in the form of a one- to two-page handwritten “freewrite” journal. This is a chance for you to think about what you’ve read and to connect the readings to real-life experiences. These journals will also provide fodder for our class discussions. I am not concerned about grammar, spelling, or format in these journals. You should think of these journals as a conversation between you, your textbook authors, and me. As you’re reading at home, you may want to write questions or comments in the margin of your book to be included later in your journal. A good in-class journal demonstrates that you are reading the material, making connections to the “real world,” and questioning what you disagree with or do not understand. If you miss a day of class and your absence is excused, you will be permitted to turn in a typed 2-page journal entry at the beginning of the next class meeting.

Midterm and Final Exams (100 points each): These exams will consist of multiple choice and essay questions covering the reading and class lecture. You will be expected to know the course material, understand its implications, and apply it to real-life scenarios. They will be given in class on **October 24** and at our regularly scheduled final exam time on **December 12**. The midterm exam will cover the material in the first half of the semester and the final exam will cover the last half (i.e., it will not be comprehensive). Once the midterm exam is graded, I will bring it to class for your review. You will not be able to take it out of the classroom. Similarly, you may make an appointment to review your final exam after it is graded but you may not keep it or make a copy of it.

Term Paper (100 points): You will write a paper on a topic of interest to you in child/adolescent development. This paper may be tailored to your interests and career goals and must be between 10-15 pages in length. Possible projects may include a proposal for an original research study, an interview case study of an individual child, or a review of existing research. The topic must be specific and narrow, and must be related to human development. Otherwise, be creative! Make this project authentic—choose something you are really interested in accomplishing! Please be prepared to discuss your idea with me by **September 19**. Your paper will be graded on organization, coherence, content, and relevance of the chosen topic.

WebCT:

This course has a companion WebCT site. The site includes on-line versions of the syllabus, extra resources, guides for the lectures, and a bulletin board for the on-line discussion of class material. This site will also help you keep track of your grades. If you are having trouble logging onto the site, please see me *immediately*. It is your responsibility to check the WebCT page frequently. This is my primary means of communicating with the class outside of our class meetings. Your WebCT e-mail can be forwarded to your regular e-mail account if you wish; see me for instructions on how to do this. The URL for WebCT courses at UGA is <http://webct.uga.edu>. If you have never used WebCT before, you can get started by going to: <http://www.student.uga.edu/webct/started.html>.

General Classroom Policies:

The midterm and final can only be made up under the most dire and extreme circumstances (i.e., documented medical or family emergencies). Students wishing to make up a midterm or final must see me as soon as possible to discuss the circumstances of the emergency. If your appeal to make up an exam is denied, you will receive zero points for that exam. Late term papers and late makeup journal entries will be docked 10% of the total points for that assignment per day.

All members of the class are expected to treat each other in a respectful, civil manner. Students who exhibit behaviors that I consider disruptive to the class or its learning activities will be treated according to the Board of Regents Policy on Disruptive Behavior. Making and receiving phone calls during class will be considered disruptive behavior and will be treated according to the standards above. If circumstances beyond your control require that you be available to receive a phone call or page during class (e.g., your child is ill), please notify me *before class*. When the call or page comes in, please leave the room discreetly to answer it. You will not be penalized for such calls or pages.

Students with Disabilities:

The University of Georgia seeks to provide students with disabilities the opportunity to participate fully in its educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation by way of access to classroom information and assessment of their knowledge. Please see <http://www.dissvcs.uga.edu/> for more information.

Academic Honesty:

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. For more information, please see http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm.

COURSE SCHEDULE

August 22	Introduction to the Course and Developmental Psychology
August 29	Biological Bases of Development Reading: <i>Bjorklund Ch. 2</i>
September 12	Cognitive Development According to Piaget Reading: <i>Bjorklund Ch. 4</i>
September 19	Information Processing Individual Conferences on Term Papers Reading: <i>Bjorklund Ch. 5</i>
September 26	Representation and Memory Reading: <i>Bjorklund Ch. 10</i>
October 3	Strategies and Metacognition Reading: <i>Bjorklund Ch. 6</i>
October 10	Sociocultural and Social-Cognitive Perspectives Reading: <i>Bjorklund Ch. 3, 13</i>
October 17	Intelligence and Language Development Reading: <i>Bjorklund Ch. 11, 15</i>
October 24	MIDTERM EXAM (Bjorklund Chs. 2-6, 10, 11, 13, 15)
October 31	Emotional Development and Attachment Reading: <i>Shaffer Ch. 4, 5</i>
November 7	Development of the Self Reading: <i>Shaffer Ch. 6</i>
November 14	Parenting and the Family Reading: <i>Shaffer Ch. 11</i>
November 21	Influence of Media and Schooling Reading: <i>Shaffer Ch. 12</i>
November 28	Peers, Gender, and Sexuality Reading: <i>Shaffer Ch. 13, 8</i>
December 5	Aggression and Altruism Term Papers Due Reading: <i>Shaffer Ch. 9, 10</i>
December 12	FINAL EXAM 7:00-10:00 P.M. (Shaffer Chs. 4-6, 8-13)