

Educational Foundations 230: Introduction to Human Development Syllabus Spring 2023

Mr. LaBansky

E-Mail: glabansky@maustonschools.org

Phone: 847-4410 ext. 4413

Course Description

The focus of this course is the study of human development and change throughout the entire lifespan from psychological, sociological, and biological perspectives. This course is an approved Partners in Education course through UW-Whitewater.

This course serves as a UW-W general education elective in the interdisciplinary category (GI)

General Education Learning Outcomes:

1. Knowledge of human cultures and the natural world – Students will engage with cultural and humanistic issues by studying development in a variety of contexts – including global issues and development across cultures. The course uses an inter-disciplinary lens by considering aspects of education, psychology, sociology, and women’s studies. Assessment: Quizzes, Exams, Theory Tables, Reading Reactions
2. Critical and creative thinking – students will think critically by creating solutions and drawing conclusions to issues concerning education, parenting, and their own development. Students are expected to evaluate the quality of information, synthesize information, and draw conclusions based on evidence. Assessments: Reading Reactions, Nature/Nurture Debate, Podcast/Netflix Analysis
3. Foundations of lifelong learning – As students learn about development across the lifespan they will discover the physical, cognitive, and social foundation of learning and learn to apply these concepts to their own personal health and well-being. Students will learn how to monitor and direct their own learning as well as integrate and apply information across contexts. Assessment: Quizzes, Exams, Podcast/Netflix Analysis, Erickson Activity, Kohlberg Activity

Course Objectives

During this course students will become familiar with theories, themes, and concepts of lifespan development. Students will learn the fundamental of physical, social and cognitive developmental change. Human development is also a practical field with implication for teaching, parenting, and any interaction with children. Students will learn how to apply their knowledge of developmental psychology as a science to these practical implications. I encourage students to think critically about the topics covered in this course and identify ways to apply their knowledge of human development to their everyday lives.

Each student has strengths and weaknesses in different evaluation formats. I strive to provide multiple formats for students to demonstrate their knowledge in a way that highlights their strengths. Assignments in this course will not only allow students to demonstrate proficiency of knowledge, but also encourages cooperation among their classmates, critical thinking skills, and the application of scientific principles to everyday life.

This course will primarily address Wisconsin INTASC Standards: (2) development and learning and (6) communication.

Required Text

Feldman, R. S. (2014). *Lifespan development: A topical approach*. (2nd ed.) Boston: Pearson.

Other Supplies Needed

You will also need a Chromebook, notebook or loose-leaf paper, folder and/or binder, agenda, and a blue or black pen for class. You will bring these items with you every day.

Four Basic Assumptions

Because you chose to take this course, I am making four basic assumptions about you:

- 1) You are self-motivated to complete all homework assignments.
- 2) You are willing to push yourself to become a better student.
- 3) You can work independently.
- 4) You are ready to take on the rigor of a college-level course.

Classroom Conduct

There are three general rules that will be followed in this classroom. Students will be respectful, responsible, and be willing to learn. This classroom will be an environment where everyone has the opportunity to learn and succeed.

Assignments

Exams:

Exams will be primarily multiple choice with a few short essay questions and one long essay. They will cover material that was presented in class, in the textbook, and in the discussions from each unit. Exams will be “slightly” cumulative, that is, they will build upon theories and concepts that have learned in prior units, but will not include specific details from prior units. Exams will count as summative grades and will account for

Quizzes

Quizzes will test your understanding of the readings and information that we discuss in class. You may use your notes to answer the quiz questions, but the quizzes will be timed so that you won’t be able to look up every answer. You may not work with anyone else, ask for the questions or answers from anyone else, or provide the questions or answers to anyone else. **Quizzes will be 10 multiple choice questions and you will have 20 minutes to complete them.**

Podcast/Netflix/Movie Analysis

Human development is such an important topic that is discussed in the media frequently. Important topics are often addressed in podcasts or in popular TV like shows on Netflix. Throughout the semester I’ll provide a minimum of six options for podcasts and/or Netflix episodes that relate to the information we’re learning. **Students will complete 4 options to write an analysis of what you learned from the podcast/video.** The Netflix episodes are also available on YouTube. These responses should be 2 pages, double spaced and should **include references to the textbook to support your ideas.** All references should be cited in APA style with the authors name and the page number.

Homework

Throughout the semester I will give you brief assignments to be completed outside of class. These assignments are designed to get you thinking deeper about the material that you have learned in class and I hope that they will give me some insight into how well you have learned the material.

Textbook Reading Reactions (RR)

Reading reactions will reflect whether you completed the textbook readings. During unidentified times during the semester I will have you reflect on the assigned reading. You may use notes that you took while you did the readings to help you with your writing, but you may not use the textbook.

Evaluation	Purpose	How Often	Points	Approximate Total of Points
Exam	To demonstrate proficiency of course material	After each unit	3 x 100	300
Homework	To demonstrate understanding of course content	Minimum of Six	10 points each	60
Podcast/Netflix/ Movie Analysis	To apply information we have learned in class to individuals in the community or society.	Four Times	40 points each	160
Reading Reactions	To encourage active engagement with the course reading	Four	10 points each	40
Quizzes	To demonstrate understanding of the course	Six	20 pts each	120

Attendance

If you miss class, it is your responsibility to find out what you missed. My lesson plans are posted on Google Classroom. Assignments and tests missed during an absence must be made up in a timely manner at a time agreed upon by the student and the teacher.

Tardiness

Be ready to learn when class begins. Please refer to the student handbook regarding tardy policies.

Grading

Introduction to Human Development has a weighted grading scale. The breakdown is as follows:

Homework/Daily Work—30%

Quizzes/Tests/Projects/Assessments—70%

The University of Wisconsin-Whitewater Grading Scale will be used for this course:

A	92.6-100%	C	72.6-76.5%
A-	89.6-92.5%	C-	69.6-72.5%
B+	86.6-89.5%	D+	66.6-69.5%
B	82.6-86.5%	D	62.6-66.5%
B-	79.6-82.5%	D-	59.6-62.5%
C+	76.6-79.5%	F	<59.6%

FYI...for MHS, you will have a grade that posts to your transcript for Term 3 and Term 4. For UWW, I will calculate a cumulative grade.

Homework Policy

Homework is designed to be practice to assist students in their learning. Be sure to complete homework on time so you will not fall behind. The more effort you put forth the more you will gain from class. Homework must be turned in by the regularly scheduled summative assessment for credit.

Assessment Retake Policy

I will allow assessment retakes. In order to retake an assessment, a student must meet with me to determine what the student's needs are prior to retaking the assessment. This may include completing incomplete work, coming in during Pride Time for re-teaching of concepts, reviewing concepts via Quizlet, etc. An assessment retake must be completed prior to the next summative exam.

Academic Dishonesty

Cheating will not be tolerated and you will earn a failing grade. Violations of academic dishonesty include:

- copying homework
- looking on another's test or quiz
- using other secretive methods of giving answers on a test or quiz
- taking information from another source that is not properly cited such as "copying and pasting" papers or sections of papers from the internet, publications, or other students
- illegally obtaining any part of a test to use for oneself or to give/sell to others
- doing home or other assignments for another student

Disciplinary Action

The Mauston High School student handbook will be enforced. Please refer to it for a detailed explanation.

Other Responsibilities

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures") (UWS Chapter17)

COEPS Mission Statement

The College of Education and Professional Studies at the University of Wisconsin-Whitewater is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. As a premier center for global learning, the College's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities. You can view more about the conceptual framework of the COEPS at <http://www.uww.edu/coeps/about-us/framework>

Course Schedule from Spring 2022 (This will be updated after next week when the Quiz Bowl date is established)

Week	Dates	Topic	Readings	Major Assignments
1	January 18- January 23	Introduction	Chapter 1 pp. 1-12	
2	January 24- January 30	Theories	Chapter 1 pp. 12-24	
3	January 31- February 6	Heredity and Environment	Chapter 2 pp. 38-58	Quiz 1 (Chapters 1-2)
4	February 7- February 13	Physical Development	Chapter 4 pp. 156-158 Chapter 3 pp. 84-100	
5	February 14- February 20	Physical Development Continued	Chapter 3 pp. 100-124	Quiz 2 (Chapters 3-4) Podcast Option
6	February 21- February 27	EXAM 1		
7	February 28- March 6	Cognitive Development	Chapter 5 pp. 168-185	
8	March 7- March 13	Information Processing	Chapter 6 pp. 193-216	Quiz 3 (Chapters 5-6) Netflix Option
9	March 14- March 20	Language Development	Chapter 7 pp. 218-239	Netflix Option
10	March 21- March 27	Spring Break		
11	March 28- April 3	Intelligence	Chapter 8 pp. 240-267	Quiz 4 (Chapters 7-8)
12	April 4- April 10	EXAM 2		
13	April 11- April 17	Social and Emotional Development	Chapter 9 pp. 268-289	Podcast Option
14	April 18- April 24	Development of Self	Chapter 10 pp. 303-319	Quiz 5 (Chapters 9-10)
15	April 25- May 1	Moral Development and Aggression	Chapter 11 pp. 334-344	
16	May 2- May 8	Gender Development	Chapter 12 pp. 364-371	Quiz 6 (Chapters 11-12)
17	May 9- May 12	EXAM 3		