

**First Year Seminar: Intro to Human Development**  
**Hum Dev 210 - TR class (#11033)**  
**Fall 2009**

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**Office Hours:** MW 12-1; TR 2-4  
Additional hours available by appointment

**Class Meetings:** TR 12:30-1:50  
**Room:** MAC 223

**Peer Mentor:** Bridget Koeshall

**Required Text:** Berk, L.E. (2008). *Exploring Lifespan Development*. (1<sup>st</sup> Edition). Pearson/Allyn & Bacon Publishing.

**OVERVIEW OF THE COURSE**

**First Year Seminar Course**

This course is part of the First Year Seminar (FYE) program at UW Green Bay. This means it is one of 15 different sections of classes teaching general education material to first-semester freshmen in a small class-size seminar environment. As you can see in the syllabus, not only will you be learning about issues in human development in this course, but you will also be participating in a variety of activities to help you gain the most possible out of your time here at UW-Green Bay.

**UW Green Bay First Year Seminar Program Objectives:**

1. To promote engagement (with the class, students, professors, and UW Green Bay) and to facilitate a positive adjustment to college.
2. To provide students with experience addressing problems from an interdisciplinary perspective, and to increase students' understanding of the meaning and value of interdisciplinarity.
3. To promote the development of critical thinking and problem solving skills, by providing students with the opportunity to: explore new ideas; examine and critically evaluate information from a variety of different perspectives; explore how differences in values and beliefs influence the ways in which we examine phenomena; and engage in real-world learning experiences that require the use of information to effectively solve complex problems.
4. To develop students' communication skills, including writing, speaking, and the ability to effectively communicate in a small group environment.
5. To promote basic information literacy skills, including: identifying the need for information sources; identifying and selecting appropriate information sources; conducting efficient and effective searches for information; being able to interpret the results of information searches, including being able to evaluate the quality of the information found; and being able to effectively use the information retrieved in the completion of assignments.

**Writing Emphasis Course**

This is a lower-level writing emphasis course. As such, the course work is intended to help you improve the quality of your writing, and so writing will be a significant component of your course work. In all formal written work that you complete in this class (e.g., papers, journals), you will be graded upon both the quality as well as the content of your writing. Please make sure that your work is well-written, contains no spelling and grammatical errors, and includes logical, well-constructed points and a clear thesis/objective/topic.

I encourage you to come see me during my office hours to work on drafts of your written assignments. I can help you with both the content of your assignment and the quality of your writing. For assistance in editing your written work, you can also set up a meeting with one of the UWGB Writing Center assistants (Writing Center 465-2338, CL 109). I strongly

encourage you to seek out the assistance of the Writing Center if you would like to improve the style and clarity (e.g., grammar, flow, organization) of your writing. If you choose to do so, make sure to set up an appointment ahead of time, and bring a copy of your assignment along with a draft of your work (the draft does not have to be complete to be reviewed).

### **Course Description**

This course is an introduction to the study of human development from an interdisciplinary perspective. It seeks to examine physical, cognitive, emotional and social development across the entire lifespan utilizing biological, social, psychological and anthropological perspectives on human development.

### **Course Objectives**

1. After completing this course, students should understand and be able to explain basic concepts concerning human development across the lifespan. In addition, students in this course will:
  - o Develop an understanding of the complex ways in which biology and the environment work together to shape development.
  - o Develop an understanding of the interdependence of different aspects of human development (i.e., physical, cognitive, emotional, social).
  - o Develop an understanding of the impact of social contexts, including culture, on human development.
  - o Develop an understanding the practical implications of theory and research in human development, in terms how they should form the foundation for effective practices in our work with children, adolescents and adults.
2. After completing this course, students should be able to think critically about and apply the concepts learned in this class toward an understanding of human development across the lifespan, and in real-world problem-solving endeavors. More specifically, over the course of the class students will:
  - o Think critically about how knowledge of human development can inform and influence their lives, both personally and professionally.
  - o Think critically about the issues facing children, adolescents and adults today, using their knowledge of human development to inform a more comprehensive understanding of these issues.

## **COURSE REQUIREMENTS**

### **Reading Assignments**

You are expected to complete all assigned readings PRIOR TO the day they are covered in class (i.e., for the first day in which they are listed on the course calendar). In this class we will be engaging in many forms of learning in addition to lecture (e.g., small group discussions). Therefore, it is imperative that you have read the material before coming to class. I will not lecture straight from the text, and you will be expected to be able to discuss text material that we have not previously covered in class during class discussions and to use this material in other class activities. For these reasons, it is also important that you bring your textbook with you to class each day.

### **Attendance and Participation**

You are expected to ATTEND EVERY CLASS, to come to class prepared to discuss the material you have read and to PARTICIPATE FULLY in all class activities and discussions. Student participation in class is essential in order for us to fulfill the objectives of the course, and, as such, I ask that each student participate in our class discussions at least once each class.

Attendance will be taken during each class meeting. You can miss up to 2 classes without penalty, but further absences will result in a lower grade in the class. Specifically, every unexcused absence above 2 will result in a lowering of your final grade in the class by 1 letter grade (e.g., from an A to an AB, or from a BC to a C).

You are expected to check D2L and your UWGB email account daily (during the week) for information about the class, including assignments, outlines and review sheets.

You are also expected to bring your textbook to class every day, as we will be using it regularly in our class activities.

### **Class Activities**

Over the course of the semester you will be completing a variety of out-of-class and in-class activities. The out-of class activities will involve tasks such as completing an activity to prepare for class work, or responding to work we have completed in class. You are expected to come to class with the assignment completed on the day it is due, and to hand it in

during that class. If you are not in class on the day the assignment is collected you **WILL NOT** receive credit for that assignment. The in-class activities will involve tasks such as responding to a thought question, or engaging in a small group activity in class. For the in-class activities, if you are not in class on the day the activity is completed, you **WILL NOT** have the opportunity to make it up. Although you will not be able to make up missed activities, you will be allowed to miss up to 3 points on activities over the course of the semester without negatively affecting your grade. Your grades on these activities will be based upon the quality of your individual and group work as well as your active participation in the class activities.

### **Toys and Development Paper**

Over the course of the semester you will complete a paper that uses course and supplemental scholarly material to analyze the extent to which a toy or leisure activity is developmentally appropriate. The objectives of this assignment are to provide you with opportunities: (1) to apply the material you're learning in class to understanding a real-world issue relevant to children, adolescents and adults, (2) to research in more detail certain aspects of human development that we'll touch upon in class, and (3) to work on your writing skills. Detailed instructions for this paper will be distributed to you during the semester.

Late papers will be penalized 1 letter grade for each day late unless you notify me and receive an extension **BEFORE the work is due**.

### **First Year Journal**

Ten times over the course of the semester (one per week), I would like you to spend 5-10 minutes writing about some aspect of your experiences in your first semester of college in an electronic journal. The objective of this assignment is to provide you with an opportunity to reflect on your experiences during this first semester of college. In these entries you can talk about what you're doing in your classes or about how you feel about your school work, discuss experiences you're having at UWGB (e.g., with friends, joining organizations, dorm life, attending programs or activities on or around campus), discuss a good book you've just read or something you've seen (e.g., t.v., movies, internet) or read somewhere that relates to what you've been talking about in a class, reflect on your relationships with parents, friends back home, romantic partners and how college is impacting these relationships, reflect on content in one of your classes that's making you think – really any aspect of your life this first semester of college is fair game. Each entry will be evaluated on a credit/no credit basis (you will receive credit if you adequately complete the entry).

You will keep these entries as a single Word document (make sure to **label each entry with the week** written), and submit the entire file each week in which you write an entry on that **Friday by noon** via the D2L dropbox.

### **First Year Seminar Interdisciplinary Exercise**

In order to increase students' understanding of interdisciplinarity and their experience working from an interdisciplinary perspective, all students completing a Seminar class will be required to: (1) participate in a multi-class Interdisciplinary Exercise (as listed on the course calendar), (2) attend the John Waterman program that is the fall keynote for the 2009-10 UWGB Common Theme (*Realizing Our Sustainable Future*), and write a brief response to the program, and (3) complete the University Mission Paper due at the end of the semester. Further instructions on these assignments will be provided during the semester.

### **Office Hour Meetings**

You must meet with me during my office hours at least once before the end of the fourth week of classes. At this meeting we can discuss some aspect of the course material, review a draft of an assignment, or discuss how your first semester of college is going, your plans for your second semester, ideas about potential majors, career interests, etc., but *you* must determine the topic for the meeting. You must schedule this meeting with me ahead of time (i.e., drop-in visits during my office hours will not count). To do so, you can come to my office hours, send me an email or talk with me after class.

### **FY Seminar Co-Curricular Activities**

Over the course of the semester, the university puts on a variety of student life activities involving topics on health, leadership, and diversity, as well as a variety of other programs for members of the UWGB and larger Green Bay community. Since one of the objectives of the freshman seminar experience is to introduce you to such opportunities on campus, you will be required to attend, and complete a written response to, 3 of these activities (from 3 different topic areas) over the course of the semester. I will provide you with more information about these opportunities, as well as the written assignment, during the first week of class.

In addition to the 3 required activities, you can attend up to 4 additional activities over the course of the semester, and complete brief written worksheets, for 3 extra credit points each.

## Exams

Two exams and a final exam will be given as listed on the course calendar. The first two exams will be given during class time, and the final exam will be given during finals week. These multiple-choice format exams will cover all information discussed in lectures, discussions, assigned readings, and any other material presented in class.

**Please note:** If you fail to take an exam, and do not notify me ahead of time to receive permission for your absence and to schedule a make-up exam, you **will receive a grade of 0 for that exam.**

## LEARNING AIDS

### D2L Page

The D2L page for the course will have useful information on classroom activities, copies of the syllabus, lecture outlines, course assignments, updates to the course calendar, etc., and will also have regularly-updated information on your grades in the class. Please check our course page regularly for such information.

### Lecture Outlines

I will provide you with brief lecture outlines on D2L at least one day prior to each class. These outlines may include diagrams, tables, or other visual aids that may be included in lectures. They are NOT meant to be a comprehensive outline of all that I will discuss in lecture, and so you will be expected to take extensive notes during class. I encourage you to save the outline in whatever word processing program you use, to reformat it in a style that suits you, and to use the outlines as aids in your note-taking and/or studying.

### Exam Review Sheets

A review sheet will be available to you on D2L approximately one week before each exam. These review sheets are quite comprehensive, and are designed to aid you in organizing your studying. In addition, your Peer Mentor and I will be more than happy to work with you on strategies for effective studying, to review material you're having trouble with, etc., so please take advantage of office hours, send use an email, etc.

### Online Text Resources

The website for your textbook: <http://www.ablongman.com/berkexploring1e> has a variety of useful tools that can help you to learn the course material. There are two "Practice Tests" for each chapter, where you can take sample multiple choice quizzes. In addition, under "Flash Cards" you can build a set of cards designed to test your knowledge of the basic concepts covered in the chapter, the "Ask Yourself" link contains open-ended questions you can also use to quiz yourself on the material, and the "Weblinks" section contains information on websites where you can gather more information about the material covered in the chapter. I encourage you to explore this website, and to take advantage of all of the resources it provides.

## GRADING

Class Activities:	/30 points total	(can miss up to 3 points)
Toys and Development Paper:		
Topic Summary	/5 points	
Draft	/20 points	
Final Paper	/80 points	
First Year Journal:	/30 points total	(10 @ 3 points each)
Interdisciplinary Exercise Work:		
Interdisciplinary Exercise Activity	/5 points	
Response to Waterman Program	/10 points	
University Mission Paper	/25 points	
Co-Curricular Activities:	/30 points total	(3 @ 10 points each)
Exams:		

Exam 1	/50 points
Exam 2	/100 points
Final Exam	/100 points

*Extra Credit* / up to 12 points total  
 (up to 4 additional co-curricular activities – 3 points per activity)

*Attendance (-1 grade for every class missed beyond 2 over the semester)*

**TOTAL** /485 points

**Final grades will be assigned using the following scale:**

<b>A</b>	444-485 points (91.5-100%)
<b>AB</b>	424-443 points (87.5-91.4%)
<b>B</b>	395-423 points (81.5-87.4%)
<b>BC</b>	376-394 points (77.5-81.4%)
<b>C</b>	347-375 points (71.5-77.4%)
<b>CD</b>	327-346 points (67.5-71.4%)
<b>D</b>	289-326 points (59.5-67.4%)
<b>F</b>	≤ 288 points (59.4% or less)

**Classroom Ethics Contract**

To be developed during the first week of class. Working together, we will develop a document that represents the expected standards of behavior for all participants in our class (i.e., students, professor, peer mentor). All participants in class will be expected to behave in accordance with this contract at all times when in class and in all class-related work.

**Disability Policy**

Every reasonable effort will be made to accommodate students with disabilities in this class, and any student with a documented disability that requires accommodation should contact the Disability Services Office at 465-2841. If you have any questions about disability services you can contact the Coordinator of Disability Services at 465-2849.

**COURSE CALENDAR (TR section)**

**Part I: The Fundamentals of Human Development**

R 9/4	Welcome and Introduction	Chapter 1
T 9/8	<i>Interdisciplinary Exercise (Union - Phoenix BC)</i>	
R 9/10 T 9/15	Major Theories and Research on Human Development • 1 <sup>st</sup> Journal DUE Friday 9/11	Chapter 1 (cont'd)
R 9/17	Genetic and Environmental Influences on Development	Chapter 2

**Part II: Childhood**

T 9/22	Prenatal Development and Birth	Chapter 3
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W 9/23	<i>8 p.m. - John Waterman Program (Phoenix Rooms)</i>	
R 9/24	Physical Development in Infancy and Toddlerhood	Chapter 4
T 9/29	<b>EXAM 1</b>	
R 10/1	Cognitive Development in Infancy and Toddlerhood • <b>Topic Summary DUE!</b>	Chapter 5
T 10/6	Emotional and Social Development in Infancy and Toddlerhood • <b>Waterman Response DUE!</b>	Chapter 6
R 10/8	<b>Library Session - Bring Topic Summary and meet on 3<sup>rd</sup> floor of Cofrin Library (CL 304)</b>	
T 10/13	Physical and Cognitive Development in Early Childhood	Chapter 7
R 10/15	Emotional and Social Development in Early Childhood	Chapter 8
T 10/20	Physical and Cognitive Development in Middle Childhood	Chapter 9
R 10/22	Emotional and Social Development in Middle Childhood	Chapter 10
<b>Part III: Adolescence</b>		
T 10/27 R 10/29	Physical and Cognitive Development in Adolescence	Chapter 11
T 11/3 R 11/5	Emotional and Social Development in Adolescence • <b>T 11/3 - Draft of Toys Paper DUE!</b>	Chapter 12
<b>T 11/10</b>	<b>EXAM 2</b>	
<b>Part IV: Adulthood</b>		
R 11/12	Physical and Cognitive Development in Early Adulthood	Chapter 13
T 11/17	Emotional and Social Development in Early Adulthood	Chapter 14
R 11/19	Physical and Cognitive Development in Middle Adulthood	Chapter 15

T 11/24	Emotional and Social Development in Middle Adulthood	Chapter 16
T 12/1	Physical and Cognitive Development in Late Adulthood • <b>Toys Paper DUE!</b>	Chapter 17
R 12/3	Emotional and Social Development in Middle Adulthood	Chapter 18
T 12/8	Death, Dying and Bereavement	Chapter 19
R 12/10	The Last Class! • <b>University Mission Paper DUE!</b> • <b>Last Journal DUE Friday 12/11</b>	
<b>Final Exam: Thursday, December 17<sup>th</sup>, 10:30 a.m. – 12:30 p.m.</b>		

*Note: This calendar serves as a guide for the course and is subject to change, with student notification, to meet the needs of the course.*