Child Development (HDF 313)
Fall 2014
MWF 3:00 - 4:00 / PAR 206
Department of Human Development and Family Sciences
University of Texas at Austin

Instructor:
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Course Description and Objectives:
This course will provide an overview of theory, concepts, and research of human development from conception through adolescence. A range of topics will be emphasized across the domains of physical, cognitive, social, and emotional development. By the end of this course, you will be able to:

(1) Discuss concepts and theories of human development from conception through adolescence.
(2) Describe the contribution of multiple factors on the development of infants, children, and adolescence (e.g., environment, genetics, individual experiences).
(3) Describe some of the methods used to study human development.
(4) Conduct naturalistic observations of children.
(5) Utilize theory and research to interpret children's behaviors.
(6) Recognize developmental phenomena in everyday life, including media.

Textbook:
Berger, K. S. (2014). *The developing person through childhood and adolescence* (9th edition).

- The textbook can be purchased through the COOP or online. A cheaper, loose-leaf version can be found here for $115.76: http://www.amazon.com/Loose-leaf-Version-Developing-Childhood-Adolescence/dp/146417685X/ref=sr_1_1?ie=UTF8&qid=1409165667&sr=8-1&keywords=9781464176852
- Another option is to use the e-book version of this text, which is much less expensive, with 1 year of access for $62.95: http://bcs.worthpublishers.com/bergerca9e/ - t_796396____

Laboratory Component (HDF 113L)
This course has a required laboratory component. ***You must register for and complete this course and HDF 113L (laboratory component) simultaneously.*** Throughout the semester you will conduct naturalistic observations of children at the Pricilla Pond Flawn Child and Family Laboratory (aka UT Lab School) for **one hour per week**. ***Eight (8) observations are required.***

Lab Assignments

You will take observation notes during each visit to the Lab School. You will submit your first set of observation notes for review and feedback. You will use your observation notes to complete **two** written assignments designed to help you (a) apply observational research methods to demonstrate your understanding of important aspects of development, and (b) to use theory and research to describe and validate your interpretations of children's behaviors. Specific instructions for each assignment will be provided at least two weeks before each assignment is due.

Exams: Four exams will be given—3 during the semester and 1 during finals. Each exam will cover approximately 1/4 of the course material. *Students may drop their lowest exam grade and have their highest grade count twice; therefore* <u>*no makeups will be given*</u>.

Children in Media
Due: December 5 (last day of class)
Children and aspects of human development are depicted across virtually all films and television shows. For this 3 to 5 page paper, you will pick a film or a television show and analyze it from a human development perspective. Specifically, you will pick a character and identify 2 to 4 concepts, phenomena, or theories that you observe and explain how they contribute to the character's development and portrayal. More information regarding the specifics will be covered closer to the due date.

Course Policies

1. You **must** register for HDF 113L and complete the lab concurrently.
2. All major assignments must be completed to receive a passing grade.
3. Come to class prepared by having completed readings and assignments on time.
4. Arrive to class on time and stay until dismissed. If you need to leave early, please inform me prior to the start of class.
5. If you miss class, it is your responsibility to get lecture notes from another student.
6. You are responsible for checking Canvas and email on a regular basis for announcements, supplemental material, and course information.
7. **Cells phones must be put away during class.**
8. **Laptops may be used exclusively for taking notes.**
9. For all email communications, you must:
    a. Include "HDF 313" in the subject line. I receive many emails and this helps me keep track of and not miss any related to this course.
    b. Include a *salutation*, write in clear, understandable sentences, and *sign* the email with your name.

Grading Breakdown:
HDF 313

Exams	20 points (x 4)
Media Paper	10 points
Attendance and participation	10 points
Total	100 points

HDF 113L

Paper 1	45 points
Paper 2	55 points
Total	100 points

Academic Dishonesty Academic dishonesty will not be tolerated in this class. It is unfair to the individual, to all students, and it undermines the integrity of the University. Students who violate the University rules on academic dishonesty will be subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site: http://deanofstudents.utexas.edu/sjs. It is your responsibility to know and follow the official University policies in this regard. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records or the attempt to do these things. Cheating on exams includes: a) copying from another student's exam, b) possessing or using materials during an exam that are not authorized, c) using, buying, stealing, transporting, or soliciting an exam or exam key, d) collaborating with another student during an exam, and/or e) permitting someone to take an exam for you.

Disabilities: Students with disabilities who require special accommodations will need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor at the beginning of the semester and accommodations needed should be discussed at that time. See the following website for more information: http://deanofstudents.utexas.edu/ssd/providing.php

Emergencies & Crises: Please contact the Dean of Students of your college for medical excuses, crises, and deaths in the family. Medical issues can include depression and other mental health issues. The Dean's Office will help you find resources and work with faculty to assist you during a difficult time.

Use of E-mail for Official Correspondence to Students: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e- mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD).

Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

DATE	IN CLASS	READINGS & ASSIGNMENTS
27-Aug	Course overview	
29-Aug	Why and how do we study children?	Chapter 1: The Beginnings
1-Sep	LABOR DAY - NO CLASS	
3-Sep	Lab School Orientation	
5-Sep	Behaviorism, Psychoanalysis, Social learning	Ch 2: Theories
8-Sep	Theory day 2	
10-Sep	Genetics and chromosomal disorders	Ch 3: Heredity and environment
12-Sep	IVF and Genetic Engineering	Krahn (2008)
15-Sep	Conception and prenatal development	Ch 4: Prenatal development and birth
17-Sep	Childbirth	
19-Sep	Exam review and check-in	Lab School Notes Due: Monday/Tuesday Observers
22-Sep	EXAM	Lab School Notes Due: Wednesday/Thursday Observers
24-Sep	Newborn and brain development	Ch 5: First two years: Biosocial development
26-Sep	Gross and fine motor development	
29-Sep	Motor development continued	
1-Oct	Sensorimotor thought and infant memory	Ch 6: First two years: Cognitive development
3-Oct	Language development: Babbling twins, Star wars story	
6-Oct	Emerging parent-infant relationships and attachment	Ch 7: First two years: Psychosocial development
8-Oct	Insecure and disorganized attachment	
10-Oct	Exam Review and check in	
13-Oct	EXAM	

20-Oct	Preoperational thought and social learning	Ch 9: Early childhood: Cognitive development
22-Oct	Play	
24-Oct	Social-environmental influences on development	Ch 10: Early childhood: Psychosocial development
27-Oct	Peer relationships	
29-Oct	Gender development	
31-Oct	EXAM	
3-Nov	Neighborhoods	Guest Lecture: Cyndy Karras
5-Nov	Health and growth	Ch 11: Middle childhood: Biosocial development
7-Nov	Operational thought and logic	Ch 12: Middle childhood: Cognitive development
10-Nov	Teaching, learning, and schooling	
12-Nov	Diverse family structures	Ch 13 Middle childhood: Psychosocial development
14-Nov	Peer relationships	
17-Nov	EXAM	
19-Nov	Puberty and brain development	Ch 14 Adolescence: Biosocial development
21-Nov	Abstract thought and reasoning	Ch 15 Adolescence: Cognitive development
24-Nov	Identity development	Ch 16 Adolescence: Psychosocial development
26-Nov	NO CLASS - Happy Thanksgiving!	
28-Nov	NO CLASS - Happy Thanksgiving!	
1-Dec	Romantic Relationship Development - Guest Speaker Brian Wilkey	
3-Dec	Social relationships: Parents and peers	
5-Dec	Media paper discussion, wrapup, and course instructor survey	Development and Media paper DUE by class time.
10-Dec	Final Lab Paper due	
TBA	EXAM during scheduled finals period	