

University of North Texas at Dallas
Fall 2016
SYLLABUS

CDFS 1013	
Human Development	
Three Hours	
School of Human Services	Department of Human Services and Counseling Child Development and Family Studies Program
Instructor Name:	Dr. Nedra Y. Washington
Office Location:	Bldg. 2 Suite 325
Office Phone:	972-338-1393
Email Address:	Nedra.Washington@untdallas.edu
Office Hours:	Monday Online 9-12 Tuesday & Thursday 9-12 Online By Appointment
Course Format/Structure:	43% in the classroom and 57% online
Classroom Location:	Founders Hall Suite 307
Class Meeting Days & Times:	Aug 23, 25, 30. Sept. 13, 20, 27. Oct. 18. Nov. 1, 8, 15, 17, 29. Dec. 1
Course Catalog Description:	Introduction to the theories and processes of physical, cognitive and social development of the individual from conception until death. Suitable for non-majors. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.
Prerequisites:	Core and major requirement for all CDFS majors
Co-requisites:	NA
Required Text:	Berk, L.E. (2009). <i>Development through the lifespan</i> (6th ed.). Boston, MA: Allyn & Bacon American Psychological Association (2010). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington, DC: American Psychological Association.
Recommended Text and References:	
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows -	
	The goal of this course is to provide the student with an in-depth study of issues surrounding physical, cognitive, social, and emotional development of the individual across the lifespan. Four main areas will be covered: (1) developmental theory and research; (2) physiological changes; (3) cognitive development; and (4) socio- emotional development.
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Discuss history, theory and research strategies within human development

2	Apply critical thinking by explaining, evaluating, and analyzing a prominent human development theory as well as synthesizing research conclusions regarding the strengths, limitations, and appropriate applications of the human development theory
3	Prepare written communication and provide cited evidence in clear language in a written assignment the impact of an event of biological or environmental condition on the development of an individual.
4	Articulate via written communication evidence of their comprehension of human development theories by constructing a theoretical analysis chart explaining basic tenets, assumptions, limitations, strengths, and weaknesses.
5	Analyze the findings from a research article that relates to a topic of human development by using supporting materials; demonstrating an organized presentation; and using effective verbal and nonverbal delivery.
6	Explain cultural differences from their own perspective and while connecting other theoretical or empirical research in a paper analyzing the development of a person in need.
7	Identify how to develop a healthy community and provide culturally sensitive recommendations for those in need.
8	Describe constructs related to death, dying, and bereavement distinguish biological and environmental foundations of human development

NCFR National Certification Requirements

This course meets the national standard of the National Council on Family Relations (NCFR) as described below:

#3. Human Growth and Development across the Lifespan - An understanding of the developmental changes (both typical and atypical) of individuals in families throughout the lifespan.

Course Requirements:

Class attendance and participation (face to face, hybrid, or 100% online). **Students will meet on Aug 23, 25, 30. Sept. 13, 20, 27. Oct. 18. Nov. 1, 8, 15, 29. Dec. 1**

1. Completion of assigned readings and readiness to ask questions and discuss material in class
2. Participation in group projects
3. Exams over textbook and class lectures

Blackboard/Learn will be our primary means of communication. Please get into the habit of checking it regularly. It is where you will find assignment descriptions and rubrics, and turn in your assignments. To log directly into Blackboard/Learn, go to <https://learn.unt.edu> . You will need to use your EUID and password.

Evaluation Method

Course Grading: Letter grades will be determined based on a total of points from the course requirements:

Grading Matrix:

Instrument	Value (points or percentages)	Total
Discussions	9@ 10 points	90
Quizzes	7 quizzes at 15 points each	105
Final Exam	1 final exam	100
Thought Papers	2 paper at 50 points each	100
Theory Chart 1 & 2	2 at 45 points	90
Oral Presentation	1 oral presentation	70
Service Learning Project	1 paper	75
Attendance/Participation	12 class dates @ 25 points each	300
Total:		930

744-836 = B
651-743 = C
558-650 = D
533 and below failing

Assignment format:

All posted writing assignments must be typed in 10 to 12 point, Times New Roman or Arial font (APA guidelines). Handwritten assignments in any part are not acceptable. All assignments must be in complete sentences and checked for spelling and grammar. Include a standard cover page with all written assignments, except responses to discussion board questions. Assignments missing a cover page will receive 5 point deduction. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email. Having problems with the computer and/or printer, not stapling pages together, or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. **No Late Assignments, Quizzes, Discussion Boards, Quizzes Accepted.**

Requirements: APA standards including but not limited to: cover page, headings, three citations in each half page, one direct quote per paragraph, and a reference page. You may utilize other scholarly resources to support any assignment (journal articles, books, websites, etc.). Please note .com's and Wikipedia resources are unacceptable in this class. Please insert any outside scholarly information correctly and reference properly.

Attendance and Participation

12 @ 25 = 300 pts.

Attendance and participation in this class is required. You MUST attend class regularly. Please arrive promptly. It is YOUR responsibility to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken.

Discussion Boards

Students will follow the direction within each discussion board. **Example of questions:**

APPLICATION QUESTION:

Review the definition and example of epigenesis on pages 56–57 of the text. Next, Create two scenarios—one that would likely enhance gene expression and one that would likely dampen gene expression. For example, providing an economically at-risk preschooler with intensive early intervention promotes cognitive, social, and emotional growth, which translates into better academic performance and peer relations on entering school, thereby transforming gene expression. In contrast, not providing the same preschooler with early intervention and denying that child appropriate environmental stimulation can dampen gene expression so severely that later intervention has little impact. As this example illustrates, environment–gene exchanges can contribute to vastly different outcomes in the same child. Create a scenario of enhancing gene expression and a scenario of dampening gene expression for either a child or adult.

For her human development course, Marcia wrote a paper in which she discussed differing implications of Piaget's and Vygotsky's theories for education. Then she presented evidence that combining both perspectives yields a more effective approach than either position by itself. Explain how Marcia's reasoning illustrates advanced epistemic cognition. (pp. 354–355) (Hint, explain the terms "Epistemic cognition", "dualistic thinking", "relativistic thinking" and then explain why combining the perspectives of both Piaget and Vygotsky is better.)

No late assignments accepted

9@ 10 pts. Total 90 pts.

Thought Paper One:

50 pts

Assignment: Students will select one prominent human development theory (e.g. psychoanalytic Perspective, Behaviorism and Social Learning Theory, Piaget's Cognitive-Developmental Theory, Information Processing, Developmental Cognitive Neuroscience, Ethology and Evolutionary

Developmental Psychology, Vygotsky's Sociocultural Theory, or Ecological Systems Theory. Students will write a three page paper with the following outline:

Step 1: Carefully read the instructions and the rubric below.

Explain central concepts of the theory and identify how the theory relates to different stages of human development

Evaluate the human development theory by interpreting information from followers of the theory and critics of the theory

Analyze and synthesize research conclusions regarding the strengths, limitations, and appropriate applications of the human development theory.

Step 2. Type a paper outline in your word processor. Set the Page Layout with Margins of 1 inch. Under Home, select Paragraph and under Line Spacing, select Double from the drop down menu.

a. APA fonts Times New Roman or Arial, 10 -12 inch. The first page should be a cover page and double spaced.

b. Center your name, press, the course number and title, type assignment title, type the date, the instructors name and the university name. In this class, this is how your cover page should look.

All written assignments will have a cover page in this class, i.e. Theory Analyses Chart One, Thought Paper Two, Service Learning Assignment. Double space cover page.

Nedra Y. Washington
CDFS 1013 Human Development
Your Theorist Here
August 21, 2014
Dr. Nedra Y. Washington
University of North Texas-Dallas

c. On the next page, type Explain. Center. Press enter several times. Then type Evaluate. Center. Press enter several times. Type Analyze and Synthesize. Center. Press enter several times.

Step 3. Use your textbook to identify the basic information regarding your selected theory. Look in Chapter 1.

Step 4. Under **Explain**, you will type your first sentence. Be sure to un-center and un-bold the sentence. Provide a clear introductory sentence that explains your theory. For example, type "According to [insert last name of the person who developed the theory] (year), [name of the theory] theory of human development states "type how the book defines it" (Berk, 2013, p. __).

Be sure to write in the third person and do not use I or you. See

http://www.untDallas.edu/sites/default/files/page_level2/pr0172/pdf/point_of_view_in_academic_writing.pdf

For example,

According to Freud (1939), the psychoanalytic theory of human development "assumes that people move through a series of stages in which they confront conflicts between biological drives and social expectations" (as cited in Berk, 2013, p. 15).

Step 5. State in your own words if the theory is (a) continuous and discontinuous and explain why, (b) asserts one course of development or many possible courses, and explain why, (c) emphasizes nature

(genetics) or nurture (social environment) and explain why. Write a sentence for a, b, and c. In the sentence, use the theory's constructs (scholarly language or explanations). For example,

Freud (1939) believed that human development is continuous in that people progress through fixed psychosexual stages of oral, anal, . . . He asserted that there is only one possible human course of development. He believed if people do not receive the correct amount of gratification then they become fixed in a psychosexual stage and cannot develop further. Freud also postulated that human development is influenced most by nurture by the mother when the child is an infant to five years old.

Step 6. Explain all other constructs or ideas that are explained in the book. Try to use your own words. If you use a direct quote from the book that is three or more words, then use quotation marks followed by (Berk, 2013,p. ___).

Step 7. Use the theoretical constructs to give an example of a person who would develop normally versus a person who would not develop normally.

From the psychoanalytical perspective, an example of a person who develops normally is John who was nurtured by a loving and attentive mother. He was given his baby bottle when he needed it and guided with compassion to use the toilet. He progressed through all psychosexual stages without being fixated in any stage. As an adult, he is very caring and loving with his girlfriend. In contrast, Jim did not develop normally because he had a mother who was addicted to drugs. His mother did not give him his baby bottle when he needed it. He became stuck in the oral stage. As an adult he is constantly arguing with his girlfriend and always demands that she bring him a bottle of booze.

Step 8. Prepare for the **evaluation** section of the paper. In this section, you will systematically and methodically evaluate information from followers and critics of the theory. Carefully evaluate the relevance of contexts when presenting a position. To do this, you will need to find one professional journal article that supports the theory and one professional journal article that does not support the theory. Or you could find two journal articles that explains why followers support the theory and why others criticize the theory. To find journal articles, do the following:

- a) If you are at home, make sure you log onto VPN. Go to <https://VPN.unt.edu> and type in your EUID and password
- b) Go to <http://www.library.unt.edu>
- c) Type in the name of your theory and “effectiveness” such as psychoanalysis and effectiveness. Read the article abstracts to determine which article will give you the best evidence that supports the theory. Then download the best articles.
- d) Then type in the name of your theory and “critics” such as psychoanalysis and critics. Read the article abstracts to determine which article explains the critics’ view the best. Then download the best article.

Step 9. Under the **Evaluation** heading, write an evaluation of the theory. Systematically and methodically evaluate information from followers and critics of the theory. Carefully evaluate the relevance of contexts when presenting a position.

- a) Provide an opening sentence that states it is important to evaluate the theory by identifying evidence from supporters and critics. For example, “In order to learn from the psychoanalytic theory, it is important to evaluate evidence from followers and critics of the theory.

- b) Paraphrase and quote followers or supporters of the theory. If possible, describe research that shows the theory is effective. Then provide a context for the supporters' position. For example say "many of the followers were from the early part of the 1900's."
- c) Paraphrase and quote critics of the theory. If possible, describe research that shows it is not effective. Provide a context for the critics' position. For example say "many of the critics were from the late 1900's and had more recent theories and neurobiological research to inform their position."

Step 10. Under the Analysis and Synthesis section, write an analysis and synthesis of the theory. Take into account the complexities of an issue. Acknowledge the strengths and limits of the theory. Appropriate applications of the theory are clearly stated and consider others' points of view.

- a) State the complexities of the theory such as "Since the theory was developed over 100 years ago, it did not have the advantage of integrating recent scientific understandings." Or "Since the theory was recently developed, it does take into the complexities of recent scientific understandings.
- b) State the strengths of the theory according to the literature. (Do not give your opinion. Rather maintain the third person voice).
- c) State the limits of the theory according to the literature. (Do not give your opinion. Rather maintain the third person voice).
- d) Provide an imaginative/creative analogy or example to help people understand the stance. For example, "Psychoanalysis is like the original telephone that had to be plugged into the wall. Newer theories are like cell phones that have incorporated new science. Although newer theories may be more versatile, psychoanalysis should be respected for its historical contribution".
- e) State the appropriate applications of the theory. For example, "Psychoanalysis may be appropriate to help the development of people with in-depth psychological problems such as personality disorders or eating disorders.

Step 11. Provide proper APA in-text citations and a separate reference page (the last page of your paper) which lists every reference you gave in alphabetical order of the author's last name. An easy citation guide is: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch09_o.html or <http://www.youtube.com/watch?v=HpAOi8-WUY4&list=PL8F43A67F38DE3D5D> and <http://www.youtube.com/watch?v=NvIe2McNbYI&list=PL8F43A67F38DE3D5D>

Step 12. Check your grammar and editing. Review the grammar handout at <http://www.untDallas.edu/writing-center/student-resources/grammar-handouts> Also, you can submit your paper to Smart thinking. To get extra help with you writing,

- a) Consider attending the UNT Dallas Writing Center
- b) Submit your paper to Smart thinking 48 hours ahead of the due date to get guidance in editing your paper. You will need to first contact the UNT Dallas Writing Center to get a password. See information at <http://www.untDallas.edu/academics/university-college/tutoring/smarthinking>

Step 13: After you have re-read and edited your paper, re-read and edit again. A good paper takes at least two to three edits. Consider asking a peer to read it for you.

Step 14: Submit your paper on the course Blackboard webpage under the assigned link.

Thought Paper One 50 points	EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARDS	Pts.
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	22.5-25	20-22	17.5-21	15-17	
CRITICAL THINKING (STEPS 1-7) 25	Clearly and accurately explains the central concepts of the theory, whether theory is continuous or discontinuous, asserts one course of development or many, emphasizes nature vs nurture	Adequately explains the central concepts of the theory, whether theory is continuous or discontinuous, asserts one course of development or many, emphasizes nature vs nurture	Loosely explains the central concepts of the theory, whether theory is continuous or discontinuous, asserts one course of development or many, emphasizes nature vs nurture	Poorly explains central concepts of the theory, whether theory is continuous or discontinuous, asserts one course of development or many, emphasizes nature vs nurture	
	9-10	8	7	6	
EQS (STEPS 8-9) 10	Systematically and methodically evaluate information from followers and critics of the theory. Clearly identifies the relevance of contexts when presenting the position.	Evaluates information from followers of the critic's theory but not systematically or methodically. Identifies some relevant contexts when presenting a position.	Identifies information from followers or critics but loosely evaluates it. Inaccurately identifies context when presenting position.	Identifies information and gives personal opinion rather than considering followers of critics. Does not identify context when presenting position.	
	9-10	8	7	6	
COMMUNICATION (STEP 10, A-D) 10	Analysis and synthesis is imaginative, taking into account the complexities of an issue. Strengths and limits of the theory are acknowledged. Appropriate applications of the theory are clearly stated and consider others' points of view.	Analysis and synthesis takes into account the complexities of an issue but is not clear or imaginative. Appropriate applications do consider others' points of view.	Analysis and synthesis takes into account the complexities of an issue but is not clear or imaginative. Appropriate applications loosely consider others' points of view.	Specific position, perspective, or thesis is stated, but does not address the complexities of an issue, is unclear, not imaginative. Does not consider other's point of view.	
	4.5-5	4-4.4	3.5-3.9	3-3.4	

SOCIAL RESPONSIBILITY (SYNTHESIS ,STEP 10 E) 15	Applications of theory stated and clearly specifies how it can help others.	Application of the theory stated but unclear on how it can help others	Application of the theory confusingly stated and does not discuss how it will help others.	Application of the theory not stated.	
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Thought Paper Two

Communication Skills

Thought Paper # 2 Assignment: Students will write a two page paper on how an event or biological or environmental condition impacts the development of an individual at a particular age (e.g. economic poverty on a 4 year old; substance abuse of a 17 year old; divorce of a 30 year old, job loss of a 55 year old). In the paper, the student will discuss the physical, cognitive, emotional, and social impact of the person’s development. In the first paragraph, the student will demonstrate an understanding of the context, audience, purpose, and disciplinary conventions and develop content by providing cited evidence and clear language in a paper. **50 pts**

Written Communication Rubric for CDFS 1013 Thought Paper #2				
	Emerging 1	Developing 2	Proficient 3	Excellent 4
Context of/Purpose of Reading	Demonstrate s minimal attention to context, audience, purpose, and disciplinary conventions, for the paper. 4	Demonstrates awareness of context, audience, purpose, and disciplinary conventions for the paper. 5	Demonstrates adequate consideration of context, audience, purpose, and disciplinary conventions for the paper. 6	Demonstrates a thorough understanding of context, audience, purpose, and disciplinary conventions for the paper. 8
Content Development	Uses appropriate and relevant content to develop simple ideas in some parts of the work. 4	Uses appropriate and relevant content to develop and explore ideas through most of the work. 8	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. 14	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. 18
Evidence	Demonstrate s an attempt to use sources to support ideas in the	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of

	writing. 4	appropriate for the discipline and genre of the writing. 8	discipline and genre of the writing. 14	the writing. 18
Grammar and Language Usage	Uses language that sometimes impedes meaning because of errors in usage. 3	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. 4	Uses straightforward language that generally conveys meaning to readers. The use of language has few errors. 5	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. 6

Comparative Theory Analyses Chart – Students will develop a theory analyses chart of child development theories. Include the following: major tenets, assumptions, strengths and limitations. Students will insert the major contents required for this chart as they complete each chapter of readings for the week. Students will submit two charts upon scheduled due date. **CTAC 1 Due Points 45** **CTAC 2 Due Points 45** **Total points 90**

Comparative Theory Analyses Chart Rubric

	0 29-below 59-below	1 30-34 60-69	2 35-39 70-79	3 40-44 89-89	4 45-50 90-100
Content	Provides no detail related to the topic.	Provides occasional detail, or detail that is generally inaccurate; and demonstrates little understanding of the topic.	Provides limited detail, with several serious factual discrepancies; and demonstrates an average understanding of the topic.	Provides detail, with few, or slight, factual discrepancies; and demonstrates an above-average understanding of the topic.	Provides precise, correct detail; and demonstrates a broad understanding of the topic.
Writing, Style, Mechanics, and Clarity	Writing is riddled with mechanical and grammatical error, the writer’s intent is unclear, and is unacceptable for the level of study.	Writing is plagued by mechanical and grammatical error; contains few passages in which the writer’s intent is clear and comprehensible; and is below acceptable standards for the level of study.	Writing contains numerous errors (mechanics & grammar); contains several passages in which the writer’s intent is clear and comprehensible; and is close to acceptable standards for the level of study.	Writing is generally free of error (a few errors); the writer’s intent is clear comprehensible throughout most of the assignment; and meets acceptable standards for the level of study.	Writing is free of error (mechanics & grammar); clear, concise, and readily comprehensible from beginning to end; and exceeds appropriate standards for the level of study.

Analysis (if required)	Provides no meaningful analysis; does not consider any differing points of view; and fails to provide a justification for the author's point/argument, if any.	Provides little meaningful analysis; considers few if any differing points of view; offers little evaluation of differing points of view; provides little justification for the author's point/argument.	Analysis is occasional and often unclear; considers only a few differing points of view; offers only a cursory evaluation of the differing points of view; and a tentative justification of the author's point/argument.	Analysis is generally clear; considers several differing points of view; offers an evaluation of the differing points of view; and a justification for the author's point/argument.	Analysis is clear; considers numerous differing points of view; offers a thoughtful evaluation of the differing points of view; and a well-reasoned justification for the author's point/argument.
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Service Learning Project 3 Volunteer Hours

75 points

Students are required to render three hours of volunteer work in the field related to human development. A timesheet will be collected and must be signed by the director or person in charge from the volunteer site you have chosen. Additionally, students will summarize their volunteering experience and connect their experience to the knowledge gained in class. This is a reflection paper. There is a one-page minimum (not including the cover and reference page) and students will follow APA guidelines. A minimum of five references supporting your summary is required (25 pts.). You may choose a child care facility, church, community YMCA program, etc. Review the rubric and use the sections for your headings. Your headings are Purpose, Connection to Course, Responsibility to Community, Personal Impact, UNT-Values. **No late assignments accepted**

RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS

Graded	Dimensions of Quality (Criteria)	NOVICE [Grade Range F – D]	APPRENTICE [Grade Range C]	PROFICIENT [Grade Range B]	DISTINGUISHED [Grade Range A]
Yes	AWARENESS OF PURPOSE OF SERVICE	Student demonstrates limited awareness of the purpose of service and obtaining SL credit.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses and acts out personal role in service and applies the experience to developing solutions.
Yes	CRITICAL THINKING	Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student begins to argue for conclusions based on objective evidence that express concrete arguments.	Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.
Yes	APPLYING THE EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE	Student does not apply the academic knowledge base and objectives of the course to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.

Yes	RESPONSIBILITY TO COMMUNITY	Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
Yes	IMPACT ON STUDENT'S PERSONAL LIFE	Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self.	Student expresses how they could change as a result of the service.	Student expresses change(s) in self because of the service.
Yes	UNT-DALLAS VALUES	Student demonstrates a limited connectedness of the service experience to the UNT-Dallas values.	Student expresses some connection between UNT-Dallas values and service.	Student expresses empathy and awareness of personal role in service to the poor through a UNT-Dallas lens.	Student fully incorporates the UNT-Dallas spirit through application of reflection on the service experience and creates their own perspective based on both theory and experience

Adapted and modified by Dr. Nedra Y. Washington from Rubric Developed by Campus Compact St. John University

Oral Presentation

70 pts.

Students will choose one chapter from the book that peaks their interest. Students will highlight one particular topic within this chapter and create an oral power point presentation to present in class. Student will not present on the entire chapter. All students must be present for each dates that their peers present. Remember, points are connected to your attendance. Additionally, random extra points are earned during many class meetings. Review the rubric for your oral presentation content requirements. Here are a few hints to help you with your oral power point presentation:

Your original work. A minimum of 5 to 7 minutes in length.

Content. A good oral power point must have a well-defined and limited topic, a stated purpose, and clear development. The focus of the presentation should be the topic of the presentation, not the personality, wit, or role of the speaker. Remember that a good speaker always puts the audience's understanding of the topic first.

Organization. Good presentations stress organization. It is much harder to follow an oral presentation than a piece of written communication. As a result, carefully drawn introductions and closings, transitions, and brief reviews are especially helpful for listeners.

Performance. An effective oral presentation talks to an audience, not at an audience. Look for eye contact; a steady, slow pace of speaking; an audible, relaxed voice; and the ability to avoid nervous mannerisms, awkward gestures, and an unsteady posture. Speakers should never turn their backs on audiences during speech presentations.

Visuals. Large, easy-to-read power point can make a power point much more interesting and understandable to an audience.

Helpful things to do:

- Use PowerPoint (or Prezi or Slide Rocket) slides and illustrations to make your topic clearer.
- Refer to illustrations when you discuss them.
- Use your notes as reminders, not as something to read.

Things not do to:

- Never turn your back on an audience.
- Never try to speak on a topic you have not prepared carefully.
- Never read your slides.

Power Point Oral Presentation Rubric					
Points					Total
Content 25	Student presents major points and fully supports them with convincing arguments, ideas and data. 22.5-25	Student presents major points and partially supports them with convincing arguments, ideas and data. 20-22	Student presents major points, but fails to support them with convincing arguments, ideas and data. 17.5-19	Student oversimplifies topic or fails to present major points. 15-17	
Organization 21	Student presents information in logical, interesting sequence which audience can follow. 18.9-21	Student presents information in logical sequence which audience can follow. 16.8-18.8	Audience has difficulty following presentation because student jumps around. 14.7-16.7	Audience cannot understand presentation because there is no sequence of information. 12.6-14.6	
Text Contrast 4	All slides present one idea and a few supporting facts. There is good contrast between the font and background on all slides. 3.6-4	Most slides present one idea and a few supporting facts. There is good contrast between the font and background on most slides. 3.2-3.5	Most slides present one idea but too many words. The lack of contrast between the font and background makes the text difficult to read. 2.8-3.1	Most slides present multiple ideas and too many words. The lack of contrast between the font and background makes the text impossible to read. 2.4-2.7	
Images and Layout 4	All slides contain one powerful, high-quality image per slide which helps audience understand the content. Layout is visually pleasing. 3.6-4	Most slides include one powerful, high-quality image which helps audience understand the content. Layout uses most space appropriately. 3.2-3.5	Most images are clipart. Images are too large/small in size, or of poor quality (fuzzy). Layout shows some structure. 2.8-3.1	Images are distracting decorations that create a busy feeling and detract from the content. Layout is cluttered and confusing. 2.4-2.7	
Citations 6	Reference list is properly formatted and complete (like a research paper). 5.4-6	Reference list is complete, but not properly formatted (e.g. bulleted list). 4.8-5.3	Reference list is incomplete (e.g. no citations for images) or improperly formatted (e.g. list of URLs). 4.2-4.7	Student does not list references used for research. 3.6-4.1	
Presentation 4	Student uses text on slides as prompts for original narration. 3.6-4	Student reads text on slides and elaborates comfortably. 3.2-3.5	Student reads text on slides, adding a few comments. 2.8-3.1	Student just reads text on slides. 2.4-2.7	

Subject Knowledge 6	Student answers all questions clearly and completely. 5.4-6	Student answers most questions. 4.8-5.3	Student has difficulty answering many questions. 4.2-4.7	Student is unable to answer questions. 3.6-4.1	
				Total Points:	/70

Tentative Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by in class communication and via email.

Timeline	TOPICS	Related SLO	Readings/ Activities/Assignments
WK 1 Class Date Aug. 22- 27.	Introduction to course, syllabus and Assignments 8/23 Tuesday In Class 8/25 Thursday In Class History, Theory and Research Lecture / Discussion <i>Read Chapter 1, View PowerPoint, Complete Activities</i>	1	Syllabus Review
WK 2 Aug. 29- Sept. 3	8/30 Tuesday In Class Finding Research Articles, College Writing, and APA Citation: Preparing for Thought Paper # 1 Sept 1, Thursday Online Analyzing and Critique Human Development Theories: Preparing for Thought Paper # 1	2 & 4	Theory and Explanation, Journal Citations APA in DB. Due 9/2, 9:00 p.m. Theory Analyses Chart One Due 9/3, 9:00 p.m.
WK 3 Sept. 5-10	Tuesday, 9/6, Online Biological and Environmental Foundations of Development <i>Before Class: Read Chapter 2</i> 9/8/ Thursday Online Prenatal Development, Birth and the Newborn Baby Before Class: Read Chapter 3	2 & 3	DB Chapter 2 Biological and Environmental Foundations. Due 9/9, 9:00 Thought Paper I Due 9/10, 9:00 p.m.
WK 4 Sept. 12-17	9/13 In Class Chapter 4 Physical Development in Infancy and Toddlerhood 9/15 Thursday Online	1-3	Quiz 1 Chapter 1-3 Due 9/17 9:00 p.m.
WK 5 Sept. 19-24	9/20 In Class Cognitive Development in Infancy and Toddlerhood <i>Read Chapter 5, View PowerPoint, Complete Activities</i> 9/22/15 Online Emotional & Social Development in Infancy and Toddlerhood <i>Before Class: Read Chapter 6</i>	4	DB Due 9/23, 9:00 p.m. Theory Analyses Chart Two Due 9/24, 9:00 p.m.
WK 6 Sept. 26- Oct. 1	9/27 In Class Quiz 2 Physical and Cognitive Development in Early Childhood <i>Read Chapter 7, View PowerPoint, Complete Activities</i>	2-4	DB Due 9/30, 9:00 p.m. Quiz 2 Ch. 4, 5, 6 Due 10/1, 9:00 p.m.

	9/29 Thursday Online <i>Emotional & Social Development in Early Childhood</i> <i>Before Class: Read Chapter 8</i>		
WK 7 Oct. 3- 8	WK7 10/4 Tuesday Online Physical and Cognitive Development in Middle Childhood Read Chapter 9 , View PowerPoint, Complete Activities 10/6 Thursday Online Emotional & Social Development in Middle Childhood Before Class: Read Chapter 10	5-6	DB Due 10/7, 9:00 p.m. Quiz 3 Ch. 7-8 Due 10/8, 9:00 pm
WK 8 Oct. 10- 15	WK 8 10/11 Tuesday Online Physical and Cognitive Development in Adolescence Read Chapter 11, View PowerPoint, Complete Activities 10/13 Online Preparing for Thought Paper # 2 and Service Learning	7-8	DB Due 10/14 9:00 p.m. Quiz 4 Ch. 9-10 Due by 10/15, 9:00 p.m.
WK 9 Oct. 17-22	10/18 Tuesday In Class Emotional & Social Development in Adolescence Before Class: Read Chapter 12 10/20 Thursday Online Quiz 5 (Ch. 11 & 12)	1-8	Quiz 5 Ch.11-12 Due 10/22, 9:00 p.m.
WK 10 Oct. 24-29	10/25 Tuesday Online Physical and Cognitive Development in Early Adulthood Read Chapter 13, View PowerPoint, Complete Activities 10/27 Thursday Online Emotional & Social Development in Early Adulthood Before Class: Read Chapter 14	6	DB Due 10/28, 9:00 p.m. Thought Paper II Due 10/29, 9:00 p.m.
WK 11 Oct 31- Nov. 5	11/1 Tuesday In Class Physical and Cognitive Development in Middle Adulthood Read Chapter 15, View PowerPoint, Complete Activities 11/3 Thursday Online Emotional & Social Development in Middle Adulthood Before Class: Read Chapter 16	7	DB Due 11/4, 9:00 p.m. Submit Service Learning Assignment Due 11/5, 9:00 p.m.
WK 12 Nov. 7-12	11/8 Tuesday In Class Physical and Cognitive Development in Late Adulthood Read Chapter 17, View PowerPoint, Complete Activities 11/10 Thursday Online Emotional & Social Development in Late Adulthood Before Class: Read Chapter 18	5	DB Due 11/ 11, 9:00 p.m. Quiz 6 (Ch. 13, 14, 15, 16) Due 11-12, 9:00 p.m. Oral PowerPoint Presentation Due Due 11-12, 9:00 p.m.
	11-15 Tuesday In Class	1-8	Quiz 7 (Chapter 17, 18, 19)

WK 13 Nov. 14-19	Death, Dying, and Bereavement Discussion Chapter 19 Power point presentations 11/17 In Class Thursday Power point presentations		Due 11/19, 9:00 p.m. Oral Presentations Begin (15th) Oral Presentations Begin (17th)
WK 14 Nov. 21-26	Thanksgiving Holiday		
WK 15 Nov. 29 Dec. 1	Nov. 29 In Class Tuesday Oral Presentations Dec. 1 In Class Thursday Oral Presentations	1-8	Oral Presentations (29th) Oral Presentations (Dec. 1)
WK 16 Dec. 5-10	Final Exam		Online

The instructor of this course reserves the right to modify any and all assignments. Due dates are tentative. If changes occur, students will be notified and granted time to complete and submit assignments in a timely manner.

**University Policies and Procedures
Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this

class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures.

Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html