

University of North Texas at Dallas

Fall 2024

SYLLABUS

CDFS 1013 Human Development- 3 Semester Credit hrs.

Department of	Child Development and Family Studies
Instructor Name	Dr. Janice F Moore, CFLE
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Zoom Room	https://unt.zoom.us/j/7897915421
Office Hours	Monday, 7:45 a.m.-10:45 a.m., Tuesday, 8:00 a.m.-12:00 p.m.
Virtual Office Hours	Tuesday, 6:30 p.m.-8:30 p.m.
Course Format/Structure	Face-to-Face
Classroom Location	DAL 1 Room 312
Class Meeting Days & Times	Monday, 11:00 a.m.-1:50 p.m. 8/26, 9/9, 9/16, 9/30, 10/7, 10/14, 10/28, 11/4, 11/11, 11/18, 12/2
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	University Core and major requirement for all CDFS majors.
Corequisites	N/A
Required Reading	American Psychological Association (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association. Dunn, W. L. & Craig, G. J. (2019). <i>Understanding Human Development</i> . (4th ed.). Pearson.

Recommended Reading & References	<p>Tran, T. D., Luchters, S., & Fisher, J. (2017). Early childhood development: impact of national human development, family poverty, parenting practices and access to early childhood education. <i>Child: Care, Health & Development</i>, 43(3), 415–426. https://doi.org/10.1111/cch.12395</p>
Access to Learning Resources	<p>UNT Dallas Library: Phone: (972) 338-1616; Website URL: http://www.untdallas.edu/library</p> <p>UNT Dallas Bookstore: Phone: (972) 780-3652; Website URL: http://www.untdallas.edu/bookstore Email: untdallas@bkstr.com</p>
<p>Canvas Resources</p> <p>Supported Browsers:</p> <ul style="list-style-type: none"> • Chrome <p>Supported Devices:</p> <ul style="list-style-type: none"> • iPhone • Android • Chromebook <p><i>Note: Tablet users can use the Canvas app</i></p> <p>Screen Readers:</p> <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701</p> <p>For additional assistance, contact UNT Dallas Distance Learning: DAL1, Room 157 Email: distancelearning@untdallas.edu</p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>

Course Overview

Course Goals/Overview:

The goals of this course are as follows: 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. SLO- Discuss history, theory and research strategies within human development.
2. SLO-Apply critical thinking by explaining, evaluating, and analyzing a prominent human development.
3. SLO- 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. SLO- 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. SLO- Analyze the findings from a research article/assignment that relates to a topic of human development by using supporting materials; demonstrating an organized presentation; and using effective verbal and nonverbal delivery.
6. SLO- 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. SLO- Identify how to develop a healthy community and provide culturally sensitive recommendations for those in need.
8. SLO- Describe constructs related to death, dying, and bereavement distinguish biological and environmental foundations of human development.

Course Outline and Discussion Topics

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 1 Aug. 26- Sept. 1	Overview of Course and Syllabus Self-Introductions, Team development	Class Meets 8/26 Overview of Course and Syllabus, Self-Introductions, Team Formations
Week 2 Sept. 2-8	Human Development	No Class Meeting-Holiday 9/2 Chapter 1- Fundamentals of Human Development Chapter 2- Heredity and Environment Discussion Boards 1 & 2 9/8 Find and select your theory 9/8

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 3 Sept. 9-15	Prenatal Development	Class Meets 9/9 Chapter 3- Prenatal Development, and Childbirth Discussion Board 3 9/15 Glossary Terms Assignment 9/15
Week 4 Sept. 16-22	Physical, Brain Development and Social Development in Infants and Toddlers	Class Meets 9/16 Chapter 4- Physical, Cognitive, and Language Development in Infancy and Toddlerhood Discussion Board 4 9/22 Theory Chart 9/22
Week 5 Sept. 23-29	Assignment Prep	No Class Meeting Work on Written and Creative Review #1, Chapters 1-4 for next week Prepare for Case Study Major Paper
Week 6 Sept. 30- Oct. 6	Personality, Brain Development and Language Development in Early Childhood	Class Meeting Sept. 30 Team Written and Creative Review #1 Presentation in Class Chapter 5-Personality and Sociocultural Development in Infancy and Toddlerhood Chapter 6-Physical, Cognitive, and Language Development in Early Childhood Discussion Boards 5 & 6 10/6 Case Study Major Paper Cover Page 10/6
Week 7 Oct. 7-13	Personality and Social Development in Early Childhood Midterm Exam Work on Major Paper	Class Meets 10/7 Chapter 7 Personality and Sociocultural Development in Early Childhood Midterm Exam in Class 10/7 Discussion Board 7 10/13 Work on Major Paper in class 10/7
Week 8 Oct. 14-20	Physical and Brain Development in Middle Childhood Work on Major Paper	Class Meets 10/14 Chapter 8-Physical and Cognitive Development in Middle Childhood Discussion Board 8 10/20 Work on Case Study Major Paper in class 10/14

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 9 Oct. 21-27	Personality and Brain Development in Middle Childhood, Adolescence, and Emerging Adulthood	No Class Meeting Chapter 9-Personality and Sociocultural Development in Middle Childhood Chapter 10-Physical and Cognitive Development in Adolescence and Emerging Adulthood Discussion Board 9 10/27 Discussion Board 10 10/27 Work on Team Written and Creative Review #2, Chapters 5-8 to present in class next week All Areas in Case Study Major Paper 10/27
Week 10 Oct. 28- Nov. 3	Personality Brain Development, Social Development in Adolescence and Young Adulthood	Class Meets 10/28 Present Team Written and Creative Review #2, Chapters 5-8 in class 10/28 Chapter 11-Personality and Sociocultural Development in Adolescence and Emerging Adulthood Chapter 12-Physical and Cognitive Development in Young Adulthood Discussion Board 11 & 12 11/3 All Areas in Agency Annual Report Quantitative Research and Analysis Case Study Major Paper in class 11/3
Week 11 Nov. 4-10	Personality, Physical Development, Brain Development and Social Development in Young Adulthood and Middle Adulthood	Class Meets 11/4 Chapter 13-Personality and Sociocultural Development in Young Adulthood Chapter 14-Physical and Cognitive Development in Middle Adulthood Discussion Boards 13 & 14 11/10 Team Written and Creative Review #3, Chapters 9-12 11/4 Complete and submit Case Study Major Paper in Canvas 11/10

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 12 Nov. 11-17	Personality, Physical Development, Brain Development and Social Development in Middle Adulthood and Older Adulthood	Class Meets 11/11 Start PowerPoint Presentations in class Chapter 15-Personality and Sociocultural Development in Middle Adulthood Chapter 16-Physical and Cognitive Development in Older Adulthood Discussion Boards 15 & 16 11/17 Submit PowerPoint presentations in Canvas 11/17
Week 13 Nov 18-24	Personality and Social Development in Older Adulthood	Class Meets 11/18 Chapter 17-Personality and Sociocultural Development in Older Adulthood Discussion Board 17 11/24 In Class Chapter Topic PowerPoint Presentations 11/18 Team Written and Creative Chapter Reviews # 4 Chapters 13-16 11/18 Final Exam Review 11/18
Week 14 Nov. 25-Dec. 1	End of Life Stage	No class Meeting Discussion Board 18 12/1
Week 15 Dec. 2-8	End of Class Discussion In Class Final Exam	Class Meets 12/2 Final Exam Class Debriefing
Week 16 Dec. 9-14	Final Grading	Final Exam due in Canvas 12/9

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Quizzes/Exams – written quizzes/tests designed to measure knowledge of presented course material
- Assignments – written assignments designed to supplement and reinforce course material

- Team Projects –team assignments designed to measure ability to apply presented course material

Grading Matrix

Grading Matrix: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Instrument	SLO	Value (points or percentages)	Total
Class Participation		11 @ 20 points	220
Discussion Boards	1,2,3,4	18 discussions @ 10 points each	180
Team Written Chapter Summaries	1, 2, 3, 4, 5, 6, 7, 8	4 @ 25 points <i>each</i>	100
Creative Team Chapter Reviews	1, 2, 3, 4, 5, 6, 7, 8	4 @ 25 points	100
Glossary Terms	1, 2, 3, 4, 5, 6, 7, 8	1 @ 20 points	20
Midterm Exam	1, 2, 3, 5, 6, 7, 8	1 @ 50 points	50
Case Study Major Paper	1, 2, 3, 4, 5, 6, 7, 8	1 paper at 50 points	50
Team Theory Chart	1, 2, 3	1 chart @ 90 points	90
Chapter Topic PowerPoint and Oral Presentation	1, 2, 3, 4, 5, 6, 7, 8	1 presentation @ 60 points	60
Final Exam		1 Final Exam @ 150 points	150
Total			1020

Grade Determination:

The following grading scale will be used to determine your final grade for the course.

A = 918 – 1020 pts; i.e. 90% or better

B = 816 – 908 pts; i.e. 80 – 89 %

C = 714 – 806 pts; i.e. 70 – 79 %

D = 612 – 704 pts; i.e. 60 – 69 %

F = 602 pts or below; i.e. less than 60%

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at

<https://www.untDallas.edu/learning/schedule-appointment/>.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Participation- 11 x 20 pts =220 pts.

Participation in class is required. Students will participate in assignments and submit them in a timely manner. Please arrive promptly. It is YOUR responsibility to adopt a pattern of behavior which will allow for the completion of the required assignments 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. Students will receive a "0" for assignments not completed/completed correctly and by the due date.

Discussion Boards -18 x 10 pts = 180 pts

Discussion Board questions in this course will help students critically think and respond to robust questions designed from their readings of the text, journal articles, the text, and other scholarly resources related to human development. It is important for you the student to utilize the knowledge gained by synthesizing what you have learned throughout the CDFS program. Questions will be posted in Canvas. Students will post to each question with their original post, and then respond to the original post of one (1) classmate. The original post for each discussion should be a minimum of 150 words and each response post should be 50-100 words minimum. Postings and responses need to be insightfully answered and grounded in empirical evidence (meaning you will support your response with evidence from the text and/or outside scholarly resources). Please note, in order to receive full credit for the DB, you must post an original response and respond to one of your peers. No partial credit will be given if the DB initial response and the response to one peer is not complete in its entirety. APA standards apply. A minimum of two in text citations are required in the initial post, one in the response to your classmate, and one scholarly reference.

Assignments

Assignments in this course will consist of chapter summaries, theory charts, glossary terms, power point presentations and an oral final exam.

Team Chapter Creative Review-4 x 25 pts = 100 pts

Learning to work in teams prepares students for real life work. Students are assigned to a team. This team development allows students to discuss their readings. This strategy is used to measure if students comprehend what they read from the text, journal articles, white papers, etc. Students in their teams will discuss in class every Monday the readings from their text and explain using different delivery methods. Poetry, song, rap, etc. Students will utilize their creativity for team reading reviews.

Glossary Terms -1 x 20 pts =20 pts

Specific terms are utilized in the content area of the Social Sciences. In the CDFS discipline, students will learn specific terms to build their vocabulary and communicate effectively with other professionals. Students will become familiar with specific terms within the CDFS discipline, define those terms properly, and submit the assignment for grading. APA standards apply to this assignment.

Theory Chart Team Project-1 x 90 pts =90 pts

Theoretical perspectives provide an outline to help us understand observations, research, and other ideas we may have regarding a specific topic. The theory chart will help students become familiar with the major tenets of some human development theories. Students will develop a chart of human development theories. Students will include a minimum of three responses in each section of the chart. The chart will include the following: major tenets of the theory, assumptions of the theory, the strengths of the theory and the weakness of the theory. Students will provide a cover page, in-text citations within the chart, and references on the last page of the assignments.

Theory Chart	Vygotsky Sociocultural	Erikson Psychosocial	Piaget Cognitive Development	Watson Classical Conditioning	Skinner Operant Conditioning	Bronfenbrenner Ecological Systems	Bowlby Attachment	Gissell Maturation
Major Tenets								
Assumptions								
Strengths								
Weakness								

Midterm Exam- 1 x 50 pts = 50 pts

Students will complete a midterm exam covering readings and assignments done before the midterm module.

Core Assessment
Intercultural Competence and Quantitative Skills
Case Study Assignment

Case Study Paper

CDFS 1013 is a university core course. This particular assignment is an assessment assignment to meet the SACS requirements within the CDFS program. Students will provide a comparison of two (2) culturally- based case studies provided for your review. You will closely look at the case studies and provide an analysis of cultural aspects, and quantitative interpretation of program outcomes for clients at community agencies meeting challenges described in each case.

Case Study Paper Instructions:

This assignment requires two-parts. You will read and take notes after reading the assigned case studies. You will also research and provide data from three substance abuse treatment agencies. The data can be found in the agency annual reports. You will use a heading to identify your topics of discussion.

1. Read Elaine and Rashad's case studies provided below. Follow the template provided in Canvas.
2. Provide a brief overview of the challenges both clients face separately.
3. Discuss the cultural rules and differences in each case. Explain if these cultural rules are different or acceptable in your culture.
4. Identify cultural components/makeup that appear to be important in both cases.
5. Analyze and synthesize research conclusions regarding cultural rules, and how they are followed in their respective communities.
6. Provide research on 4 community agencies serving issues highlighted in both cases. You can use information from agency webpages, scholarly journals and videos. Make sure to correctly cite your in-text citations and references per APA Publication Manual guidelines.
7. Review the assignment rubrics.

Agency Annual Report Quantitative Research and Analysis:

You will research community agencies in the DFW area serving the issues represented by Elaine and Rashad's family as identified in the case studies. Examples include out-patient substance abuse services, child and adult physical/sexual abuse, suicide prevention, DUI, psychological distress, probation services, legal services, etc.

You will provide a description of the agencies, and the services provided at each agency. In-text citations and references will be used per APA Publication Manual guidelines.

You will also locate the agency's most recent online annual report. This can be found by completing a website search. The annual report provides information about sources of agency funds, types of services provided, and the number of people served during a specific reporting year. You will only use data from like type agencies. For example, for substance abuse you can select agencies provided like services such as out-patient services. You will analyze your findings based on your research. Please see below instructions.

1. Design a graph to reflect the agencies reported program outcomes based on the topic you researched. For example, how many people did they serve through the child sexual abuse program? You can use Microsoft Word software to design a pie chart or bar graph including the data. YouTube has several videos to show how to create the graphs. For example, How to create a Graph in Microsoft 2019 https://youtu.be/sRMX5SFj_p0
2. Make sure to label each chart on one (1) page.
3. Briefly explain what you are able to interpret from the data after designing your graphs. Why are some numbers higher or lower than other numbers reported by agencies?
4. Indicate whether or not you believe these agencies are providing a needed service to the community based on the numbers indicated in their annual report. Follow the template provided in Canvas.

Completed Research Paper Components: 50 Points

Students will write a 5-7- page paper using the below informational outline:

- Cover Page (3 Points)
- All areas covered in the Case Study Paper Instructions (32 Points)
- All areas covered in the agency Annual Report Quantitative Research and Analysis (10 Points)
- The use of APA Publication Manual Guidelines for scholarly writing guidance (5 Points)
- Contact the UNT Dallas Writing Commons at the beginning of the semester for guidance
- Use <https://www.grammarly.com> for edits
- Submit your assignment in Canvas before the assigned due date and time

Case Study #1 (Elaine)

Elaine is a 22-year-old Black female that self-reports an addiction to alcohol since she was 13 years of age. She has several mental health challenges such as depression, anxiety, and self-mutilation.

Elaine has two children, Stacy 4, and Adam 2 currently in the custody of her maternal grandmother due to extreme neglect and abuse. The children's father has never been in the picture. Stacy and Adam's maternal grandmother helped out with the children on occasion prior to their placement in foster care.

Elaine was first introduced to alcohol at the age of 8 by her mother's boyfriend. She also experienced repeated sexual abuse by her mother's boyfriends and an uncle when she was 6 years old. The sexual abuse continued up to the age of 17. Her mother's boyfriend received a 25-year prison sentence for sexually abusing Elaine.

Elaine is currently homeless and unemployed. She commonly participates in sex work for money. She has been arrested several times for shoplifting, and received criminal charges for breaking and entering someone's home and taking their personal belongings.

In the last couple of years, Elaine was arrested for selling drugs, stealing a car, and physical assault of an elderly woman. She uses a variety of drugs including marijuana, crack cocaine, heroin, and misuses prescribed medication. Elaine does not believe the addiction to drugs plays a role in the challenges she has faced. She feels able to control the number of drugs she uses each day. She drinks daily to the point of passing out. At the age of 19, Elaine was arrested for a DUI and spent 30 days in jail. Two weeks after her release, she had a car accident that caused injury to the other driver. She was cited for another DUI. Elaine is now mandated by the courts to attend substance counseling for at least 8 weeks as a condition of her probation.

Case Study: #2 (Rashad)

Rashad is a 53-year-old male immigrant from Saudi Arabia that is now a U.S. citizen. Sara is his wife of 23 years. They have 2 grown children; Sehara, an 18-year-old female, and Khaliah, 22-year-old male. Both children attend a prestigious college located on the West Coast. The couple immigrated to the U.S. in 1985, and acquired a strong command of the English language.

Rashad owns a thriving computer business and Sara remains a stay-at-home wife. In their culture, women have very few human rights, and are regarded as the property of their husband. Rashad and Sara have an arranged marriage. Based on their culture, it is customary for the husband to violently abuse their wife without any legal ramifications.

Rashad has a long history of abusing alcohol. Sara believes she is addicted to her depression medication. Rashad has been arrested for domestic violence on several occasions, and served 1-year in state jail for the recent domestic violence episodes. Rashad abused Sara so bad that she sustained a broken arm, two cracked ribs, a ruptured eardrum, a concussion, and several bruises. She is currently living with her sister. Sara's brother-in-law (the sister's husband) also abuses alcohol and frequently abuses her sister physically as well.

Rashad desperately wants Sara to return home. He promises to stop drinking and physically abusing her. He professes over and over that he is a changed man even though he never received counseling for alcohol abuse and violence towards his wife while incarcerated. Rashad restlessly pressures Sara to return. Sara's return home has led to her taking more and more depression medication. She feels unable to cope and thinks about suicide often, but has no plan as to how she would kill herself. She just wants the pain to stop. The children plead for their mother to get help with drug addiction and the challenges in her life. Sara decides to contact an agency for help.

Social Responsibility Option: Intercultural Competence Rubric

Evaluators: Assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Assign "X" if assignment does not elicit the skill.

12-0 Points

	Mastery 4	Proficient 3	Developing 2	Basic 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from	Recognizes intellectual and emotional	Identifies components of other cultural perspectives	Views the experience of others but does so

	the perspectives of own and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	but responds in all situations with own worldview.	through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates complex understanding of cultural differences in verbal or nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different culture) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

Quantitative Literacy Rubric

Evaluators: Assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Assign "X" if assignment does not elicit the skill.

20-0 Points

	Mastery 4	Proficient 3	Developing 2	Basic 1
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Representation <i>Ability to convert relevant information into various mathematical</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way	Competently converts relevant information into an appropriate and desired	Completes conversion of information but resulting mathematical portrayal is only	Completes conversion of information but resulting mathematical portrayal is

<i>forms (e.g., equations, graphs, diagrams, tables, words)</i>	that contributes to a further or deeper understanding.	mathematical portrayal.	partially appropriate or accurate.	inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inuance) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.

	final conclusions is limited by the accuracy of the assumptions.			
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is presented)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small")

Chapter Topic PowerPoint Presentation-1 x 60 pts =60 pts

PowerPoint presentations allow students to utilize their creativity. Students will choose a chapter from within the text. From within the chapter, students will choose a particular topic and create a power point presentation on that specific topic. Feel free to tell your peers what you want them to know about the topic in which you have chosen. Please review and use the rubric as a guide. The presentation must be a minimum of 10 slides not including the cover and reference pages.

PowerPoint Categories	12-10.8	10.7-9.6	9.5-8.4	8.3-7.2	Score
Attractiveness & Organization 12 pts.	The Power Point has exceptionally attractive formatting and well-organized information.	The Power Point has attractive formatting and well-organized information.	The Power Point has well-organized information.	The Power Point's formatting and organization of material are confusing to the reader.	
Content Accuracy 12 pts.	All facts in the Power Point are accurate.	99-90% of the facts in the Power Point are accurate.	89-80% of the facts in the Power Point are accurate.	Fewer than 80% of the facts in the PowerPoint are accurate.	
Graphics/Pictures 12 pts.	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the power point seems "text heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.	
References/Sources 12 pts.	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the PowerPoint.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the Power Point	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the Power Point.	Sources are not documented accurately or are not kept on many facts and graphics. Sources are missing.	
Spelling & Proofreading 12 pts.	No spelling errors remain after one person other than the typist reads and corrects the PowerPoint.	No more than 1 spelling error remains after one person other than the typist reads and corrects the PowerPoint.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the PowerPoint.	Several spelling errors in the Power Point.	

Team Written Chapter Summaries- 4 x 25 pts = 100 pts

Team projects allow students to challenge greater and more complex problems than they would incur individually. Team assignments allow students to hold one another responsible and accountable. More importantly, it teaches students to plan more effectively and manage their time (Center for Research and Teaching, n.d.). Students are assigned to a team and will write chapter summaries together utilizing the rubric below. Teams will summarize each chapter writing one paragraph for each chapter focusing on the main points of the chapter. APA standards apply.

Category	5-4.5	4.4-4	4-3.5	3.4-3
Identifies Important Information	Student lists at least 3 main points of the chapter and at least 2 other striking elements of the chapter.	The student lists points, but only 2 are main ideas while the others are not.	The student has only 1 main point and highlights unimportant points.	The student cannot identify important information with accuracy.
Summarization	Student uses 3 or more sentences in their own words to describe clearly what the main points are about.	Student uses 3 or less sentences to describe the main points, but not all is in their own words.	Student summarizes most of the main points accurately, but has some misunderstanding and may need to re- read or seek tutoring for understanding.	Student has great difficulty summarizing the main points and needs to see the teacher.
Identifies Details	Student recalls several details for each main point.	Student recalls details for most main point.	Student is not able to locate most of the details of the main point.	Student cannot locate details with accuracy.

Spelling & Grammar	No spelling, grammar, punctuation errors Great sense of voice.	1-3 errors in spelling, grammar, and/or punctuation Well-written Organized Grade-level appropriate spelling and vocabulary.	4-6 errors in spelling, grammar, and/or punctuation Run-on sentences Choppy sentences Paragraphing errors.	7 or more errors in spelling, grammar, and/or punctuation Poorly written Errors interfere with meaning Disorganized
Format / Flow	Summary is more than 1 full page, double-spaced, and typed, Calibri, 12-point font, and normal margins. Proper heading (name, date, MB, title of assignment). Flow: connections between paragraphs and thoughts. Solid introduction and conclusion.	Summary is 1 full page minimum and is missing 1 of the category 5 expectations.	Summary is missing 2 of the category 5 expectations.	Summary is missing 3 of the category 5 expectations.
				Total _____/25

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT 12.5 pts	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE 12.5 pts	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE 12.5 pts	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM 12.5 pts	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION 25 pts	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE 25 pts	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is Uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION 25 pts	Student presents Information in logical, Interesting sequence Which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS 25 pts	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>. Students are expected to attend class as indicated in the course syllabus.

Assignment Policy:

(According to the instructor's discretion while working in concert with the division/program's guidelines). No late assignments will be accepted.

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the Publication Manual of the American Psychological Association (7th ed.).
2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one-inch margins.
3. Use a Title Page and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full-page equals 22-23 lines of content.
7. Caveat for all assignments and projects: Please be careful and attend to issues of good grammar, spelling, and presentation.
8. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.
9. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second-, or first-person voice) throughout papers.
10. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's

website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire to not find the evidence. One keyway to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, students who make such efforts tend to earn higher grades.

11. Do not cite using Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (need I go on?). The instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.

12. No assignment should be submitted as a pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due at different dates throughout the semester. I recommend you download the course syllabus and record assignments in a paper planner; pay attention to assignment instructions and due dates. All assignments scheduled for this course are due on Sunday by 9:00 p.m. (unless otherwise noted). LATE ASSIGNMENTS ARE NOT ACCEPTED!

Turnitin: Turnitin software will be used to ensure originality of your work. As you draw on research information publicized as journal articles, books, websites, etc. Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing plagiarism.

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Word documents and submitted to Canvas must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment

Moore J_Week 1 Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)

To save your work according to the correct filename format follow the instructions below.

- 1).Open a word document
- 2).Click on save as; Title/save the document according to the require filename format.
- 3). Example: Moore J_AR #1
- 4).Then click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3-point deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that

include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign, at sign @, etc.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

Other Course Specific Policies:

Use of Canvas: It is a good practice to log onto the course several times daily to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) time per day, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets; some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment. Student must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer. It may be necessary to download an older version of Real player to be able to view the videos. Please test the videos immediately to be sure you can open them.

Cell Phones & other Electronic Devices in the Classroom: Students should refrain from using cell phones and other electronic devices in class. Students should leave the class briefly to take a telephone call.

Use of Laptops: Students should refrain from using laptops in class unless the use is related to the course assignment.

Food & Drink in the Classroom: Students should refrain from preparing (cooking) and consuming food in the classroom. Drinks such as water, soda, coffee, and juice are allowed in the classroom.

Communications With Professor: When communicating with professor using email, please send emails through Canvas instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday will not receive a response until the following Monday. If the following Monday is a holiday, then your email will receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Canvas to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: CDFS 1013 Human Development Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to. Example: Dr. Moore or Professor Moore. Do not state Mrs. or Ms. Moore because these suffixes are not the professor's professional title

3. In the body of the email state your question. Be clear and specific
4. Make sure emails are free of spelling, grammatical and capitalization errors

close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments. Always acknowledge everyone by their name.

Notifications: Any changes to the course schedule will be posted on Canvas Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from Canvas by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the grade Center.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities 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 accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student 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 on the first floor of the Student Center.

Canvas Instructure Accessibility Statement: University of North Texas at Dallas is committed to ensuring that 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. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

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.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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.

Artificial Intelligence Policy

Artificial Intelligence tools will not be used for the completion of assignments in this class.

Web-based Plagiarism Detection: Please be aware in some 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 etiquette:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

Classroom Disruption:

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of

disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. 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.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at titleix@untdallas.edu or file a report [here](#).

Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX

UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untdallas.edu. The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untdallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected 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.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>