

Course	EDUC 181: Introduction to Human Development & Family Studies
Semester	Fall 2021
Class Number/Section	8742/001
Location	Peabody 1040
Time	5:00-6:15pm TR
Professor	Dana Riger, Ph.D.
Email	driger@unc.edu
Office Location	Peabody 2010G
Virtual Office Link	https://zoom.us/my/driger
Office Hours	Tuesdays, 11:00-1:00pm and by appointment
Virtual Office Hours	Wednesdays, 10:00-11:00am and by appointment
GTAs	Sean Hernandez Adkins & Meagan Padro
Email	sean_hernandez_adkins@unc.edu and mpadro@live.unc.edu
Office Location	https://zoom.us/my/hernandezadkins
Office Hours	https://zoom.us/my/mpadro (passcode: 654352)
	Mondays, 12:00-2:00pm (Sean); Tuesdays, 9:00am-11:00am (Meagan)

COURSE DESCRIPTION & OBJECTIVES

This course introduces students to human development and family studies (HDFS) as an integrated and applied discipline. Students will explore major theories and research areas in HDFS and make practical connections to careers in the helping professions, such as teaching, social work, counseling, and therapies (speech/ language, occupational, physical, etc.) Students will then examine human development through the PIE (physical, intellectual, and emotional) domains from early childhood through late adulthood with an emphasis on the contexts that are most important for healthy development, such as the family, schools, and the community. The major challenges of living a healthy and meaningful life (e.g. poverty, mental health, disability, and discrimination) and how the helping professions can address and promote well-being and resiliency will be addressed. Dynamic relations within the family as well as the family's interactions with other social institutions and communities will be stressed as well.

This course will be in-person and classes will consist of a mix of lecture, small group activities and discussion, experiential activities, and in-class online engagement (Kahoot, Poll Everywhere, etc.). Students are expected to come to class having read or watched the assigned material. Students will also utilize *Sakai* to access assignment guidelines, weekly checklists, overview videos, and any course content relevant to the week. Sakai is the portal through which we will interact in this course. If you are a first-year student or transfer student and are not yet familiar with Sakai, please explore the site and its functionality as soon as possible.

Course Objectives

Having successfully completed the course, students will be able to:

- Understand human development through stages and milestones in the PIE domains
- Explain social contexts that contribute to or constrain healthy development
- Identify common challenges that impact human development
- Examine human service professions that impact development, as well as qualities and skills required to serve in these professions
- Discuss how human service professionals can reduce barriers to social support and promote healthy development
- Outline key theories and research areas in HDFS and apply knowledge to creatively illustrate them
- Critically reflect on cultural and historical factors and social institutions that have influenced personal development and family dynamics

Course Text

Walsh, B., DeFlorio, L., Burnham, M., Weiser, D. (2017). *Introduction to Human Development and Family Studies*. New York: Psychology Press.

You can purchase a hard copy through the [UNC bookstore](#) or buy/rent a hard copy or e-text through the [publisher](#) or sites like [Chegg](#). You just need the book, you do not need an "access code" for anything.

Supplemental Articles

The below articles are required reading for the course and can be found in the week's lesson they are assigned, in the Course Schedule, and in the Resources tab on Sakai. Articles may be added or removed based on the workload of students, any adjustments to the course needed. I will keep you apprised of this.

- Berk, L. E. (2018). Death, dying, and bereavement. In *Development through the lifespan*. Pearson.
- Newman, B. M., & Newman, P. R. (2007). Psychosocial theory, In *Theories of human development*. Lawrence Erlbaum Associates.
- Newman, B. M., & Newman, P. R. (2007). Evolutionary theory, In *Theories of human development*. Lawrence Erlbaum Associates.
- Papero, D., Frost, R., Havstad, L., & Noone, R. (2018). Natural systems thinking and the human family. *Systems*, 6(19), 1-10. doi:10.3390
- Sanchez-Suzuki Colegrove, K. (2019). Working with diverse families. In C. P. Brown and M. B. McMullen and N. File (Eds), *The Wiley handbook of early childhood care and education* (pp 219-238). Wiley Blackwell/John Wiley & Sons.
- Van Eeden-Moorefield, B., Few-Demo, A. L, Benson, K., & Lummer, S.* (2017). A content analysis of LGBT family research in top family journals 2000-2015. *Journal of Family Issues*, 39, 1374-1395. doi:10.1177/0192513X17710284
- Villarosa, L. (2018). Why America's black mothers and babies are in a life-or-death crisis. *The New York Times*. <https://www.nytimes.com>
- The Yale Report of 1828 Herbst, J. (2004). *International Journal of the Classical Tradition*, 11(2), 213- 231

HDFS MAJORS OR POTENTIAL MAJORS

HDFS Grade Requirement: Students are required to earn a C or better in all courses that count towards the HDFS major. As well, HDFS majors cannot pass/fail courses that count toward the HDFS major.

Admissions to the HDFS Major: If you are interested in changing your major to HDFS, **please apply by the October 12th deadline** for Spring 2022 admission. Completing this course does not guarantee acceptance into the major. If you are pre-HDFS, please follow the steps to apply [here](#) and check out the [HDFS Catalog](#)

Certified Family Life Education (CFLE)

The HDFS undergraduate program has been recognized by the [National Council on Family Relations](#) (NCFR) as a program offering coursework that fulfills the requirements for the [Certified Family Life Educator](#) (CFLE) credential. If you are interested in pursuing CFLE certification, this course fulfills the below content area requirements. To learn more about the CFLE in HDFS, click [here](#).

Course	CFLE Content Area	Description
EDUC 181: Intro to HDFS	Content Area #1 Families and Individuals in Societal Contexts	An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society.
	Content Area #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. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.

COURSE POLICIES

Classroom Environment

In this course, you will be asked to critically evaluate and discuss perspectives on human development and family relationships. Emotionally charged opinions across the personal and political spectrum are bound to pepper some of our discussions, often in unanticipated ways. To facilitate a productive and safe learning environment for each person, you must agree to respect one another in all interactions. When there is disagreement, you must agree to disagree in a respectful, civil way. As well, some topics in this course may be distressing or uncomfortable to discuss or write about. If you ever have a serious reservation about a course topic or class discussion, please let me know.

Confidentiality

In order to facilitate an open and honest dialogue about development and families, which may include students revealing private experiences, personal information shared in class must remain confidential. Confidentiality means information shared in group discussions cannot be shared outside of class in any identifying way. Violations of confidentiality will be taken seriously.

Email Etiquette

Polite, concise, and respectful emails are always expected. When you email me or one of the TAs, please include the course title in the subject line, alongside some indicator of your email's content (e.g. "EDUC 181 Assignment Question"). You should always include an address of whoever you are emailing (i.e. please do not begin an email with only "hey"). You may address me as "Dr. Riger" or "Professor Riger" or "Dana". Always identify yourself if we have not corresponded by email previously (e.g. "Hi Dana/Dr. Riger, my name is Jane Doe, I am in your EDUC 181 class"). As well, please include some sort of sign-off in your emails (i.e. "Thank you", "Best", etc.).

Please also note that if I email you regarding coursework (for example, if you uploaded a document that doesn't open), you must respond to my email within 48 hours. Please make sure to check your emails every so often and always email me from your UNC email address.

Make-Up Exams, Late Assignments & Make-Up Assignments

Make-up exams and extensions for late assignments will only be permitted if a student contacts me before a deadline/exam date. If an emergency occurs that prevents you from completing an exam or turning an assignment in, you must alert me as soon as possible. Students with verifiable excuses must make up exams within one week of the original date, unless notification from the University and/or a health official indicates a justified extension. Late assignments without an approved extension will receive a 25% point reduction per 24-hour period of lateness. After four days, 0 points will be awarded.

If you miss class due to an **excused absence, you can make up attendance points for the day by emailing Sean and I a make-up assignment. You will find a current news article (within the past year) related to some aspect of the course material covered on the day you missed and write a two-paragraph summary, one summarizing the article and one connecting the article to the course material covered on the missed day. You must email Sean within a week of the missed class unless otherwise discussed with me. Include a link to the article that you summarized as well.*

Technology

Reliable access to technology and online access important. Please reflect on what you will do if you lose connectivity during an exam or if something happens to your computer and have a plan in place for what you will do if these things occur (e.g., use a personal hotspot or borrow someone's computer). Please also note that Sakai tracks your access and usage of the site and lying about issues of access is considered academic dishonesty. If you ever have technical issues submitting your work to Sakai, email it to me and the TA who grades your work before the due date while we investigate the issue. If you experience technical difficulties with Sakai, you should first contact UNC's helpdesk at 919-962-HELP.

All personal technology (smartphone, cell phone, etc.) must be turned off during class periods. You may use your laptop to take notes, however using your computer for anything other than notes or class research is not allowed. Consistent disregard of this course rule will result in a lowered course participation grade. Students who require an exception to this rule may discuss the situation with me.

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION

Class Attendance (28 classes x 5 points = 140 points)

Regular class attendance is expected. Students are expected to arrive on time and stay until the end of class; attendance credit will not be given to students who arrive to class more than 15 minutes late or leave more than 15 minutes early (without prior approval from me).

Students are allowed two “freebie” days that can be missed without penalty and prior approval (points will be given back for up to two missed days at the end of the semester). Students who do not use any freebies and attend every class throughout the semester, however, will receive 2 extra points. Each class, students will complete in-class participation activities (including reflections, Kahoots, group work, etc.) and attendance will be based on submission of work. Any written work must be legible and include the date and students’ full name.

Active participation is expected. Students are expected to come to class having read the assigned chapters and watched any assigned videos, and actively engage in class discussions. Continued demonstration of unpreparedness may warrant a reduction in participation points. Students who do not normally contribute are encouraged to participate, and students who tend to contribute often are encouraged to create space for all voices.

ASSIGNMENTS

Detailed assignment guidelines and rubrics are in the Resources tab. College-level writing is expected for all assignments. If you need writing assistance, or would like feedback on a paper, I strongly recommend visiting the [UNC Writing Center](#) - you can submit drafts of papers online and/or consult with someone via Zoom.

For this course, you will have a "menu" of options for 3 course assignments (worth 50 points each). You will turn in one of the menu options for each assignment (1, 2, and 3) on the due date listed on the Course Schedule. Make sure to label your file name with the assignment type and your name (e.g. "Media Analysis_John Smith") and upload a PDF to the Assignments tab on Sakai for written work and MP4 file or YouTube link for video assignments.

Assignment 1: Experiential Assignment

1. **Engagement Activity.** For this option, you will engage in an experiential activity centered on some aspect of development or family relationships. The goal of this assignment is to engage in an activity that challenges your comfort level or knowledge level. You can attend an event, partake in an online training or webinar, or engage in a personal activity that you believe will help you grow. Examples are posted in the guideline doc. What you decide to do is up to you, but you must ensure that you are able to respond to the reflection paper prompts thoroughly before you commit to an activity. You will submit a 3-4-page double-spaced paper detailing your experiences, connecting the experience to course material, and reflecting on the activity.
2. **Career Interview Report.** For this option, you will explore a career related to human development or family relationships that you may want to pursue or are interested in. You will identify professionals in that area and conduct an interview with one of them. You will use the guiding questions laid out in the guideline to understand more about the chosen career. You will then write a 3-4-page paper summarizing your interview and reflecting on the experience.

Assignment 2: Media Assignment

1. **Media Analysis.** For this option, you will analyze a scene from a film, television show, or web series that illustrates a human development/family functioning theory or concepts that we have covered in class. In a 3-4-page paper, students will summarize the scene, discuss the concepts being illustrated, and analyze the contexts that influenced the character(s)’ experiences. Students will then analyze the authenticity of the illustration based on what was covered in class, as well as analyze similarities and differences to their own developmental experiences.
2. **Documentary Review.** For this option, you will first choose any topic relating to human development or family functioning that you are curious about, find controversial, or want to understand at a deeper level. You will then choose a documentary (that you have not already seen) you believe will augment your understanding of the topic you selected. You will then write a 3-4-page paper summarizing the film and reflecting on what you learned.

Assignment 3: Video Assignment (*for both options, you may work individually or in groups up to 3)

1. **Educational Video.** For this option, you will create an 8-12-minute educational video centered on some aspect of development that presents a challenge to healthy development or healthy family relationships. The video should be created for an audience of people who have influence over the healthy development or healthy family relationships at any life stage (e.g. parents, k-12 teachers, religious leaders, camp counselors, elder care workers, employers, etc.). The goal of the video is to educate the audience about the potential barriers to healthy development or healthy family relationships that you have identified and suggested solutions to address challenges/barriers.
2. **Theory Application Video.** For this option, you will create an 8-12-minute video comparing two theories of human development or family function and illustrate the theories through practical examples. The theories can be ones covered in class or not. The presentation should provide basic information on the key theorist(s), primary elements of the theories (core ideas), major differences and similarities between the theories, and a practical illustration of how a helping professional might utilize each theory. Please utilize this sign-up sheet to find peers who are interested in similar theories/video formats/illustration ideas.

Extra Credit

Extra Credit (10 points). One extra credit opportunity worth 10 points will be offered. You will have the option to create memes or TikToks about class content or write a book review.

EXAMS & QUIZ

Three exams and a syllabus quiz will be given in class over the course of the semester. While exams are not cumulative, there will be a few short essay questions on the final exam. The exams will be taken online and will be closed-book, closed-note. You will have one hour and 15 minutes to complete Exams 1 and 2 and three hours to complete the final exam. Exam questions will be chosen from test banks at random; no two students will have the same exact exam. Taking the exam with assistance from anyone constitutes an academic integrity violation.

Exams and the Syllabus Quiz will be open to take for a few days, and you can take them at any time during the exam/quiz window (see Course Schedule for exam windows). Feedback on exams/quiz, regardless of when you take it, will not be released until short answer questions are manually graded, usually within a week of the due date.

I will post study guides for each exam a week before the exam. We will also play exam review games on the class period before the exams open.

- **Syllabus Quiz (10 points):** covers all material in both the Syllabus tab and Course Schedule; consists of 10 questions worth 1 point each
- **Exam 1 (60 points):** covers chapters 1-5 and readings assigned since beginning of class; consists of 50 multiple-choice questions (1 point each) and 2 short answer questions (5 points each)
- **Exam 2 (60 points):** covers chapters 6-10 and readings since Exam 1; consist of 50 multiple-choice questions (1 point each) and 2 short answer questions (5 points each)
- **Final Exam (80 points):** covers chapters 11-14 and readings since Exam 2; consist of 50 multiple-choice questions (1 point each), 2 short answer questions (5 points each), and 2 cumulative short essay questions (10 points each).

GRADE CALCULATION

Item	Points
Syllabus Quiz	10
Classes (28 days x 5 points)	140
Assignments (3 Assignments x 50 points)	150
Exams 1 & 2 (60 points each)	120
Final Exam	80
Total	500
Extra Credit (10 points)	+10

Grade	Minimum %	Points
A	95	475 – 500
A-	90	450 – 474
B+	87	435 – 449
B	83	415 – 434
B-	80	400 – 414
C+	77	385 – 399
C	73	365 – 384
C-	70	359 – 364
D+	67	335 – 358
D	63	315 – 334
F	Below 63	Below 315

UNIVERSITY POLICIES

Attendance

Per Resolution 2018-1 (On Amending the Policy on University Approved Absences) passed by the UNC Faculty Council: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities. The following link provides information about obtaining approvals for authorized university activities. <https://odos.unc.edu/student-support/class-absences/request-university-approved-absences>
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service (ARS) and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Students are expected to report approved absences in a timely manner (prior to the absence) and work closely with the instructor to complete missed work. Making up missed work due to an approved absence is a student responsibility. Students should talk to the instructor/professor or send an email to the instructor (prior to the absence) explaining the reason for your absence and providing the necessary documentation to support the approval. Here are some examples of unexcused absences. This list is to be used as a guide and unexcused absences extend beyond the examples below:

- Traffic problems-to include buses being late, or slow traffic etc.
- Work schedule-either for employment on or off campus
- Extracurricular activities not covered under university approved absences above
- Interviewing for jobs, graduate school, internships, etc.
- Scheduled flights during class time
- Early departure for Spring Break and other university holidays
- Family events
- Making-up exams with ARS. Please schedule outside of class time for your other courses.

Official announcements regarding campus closure are posted on the UNC Chapel Hill website. It is the student's responsibility to check the UNC website for any notifications regarding weather-related class cancellations. If UNC-Chapel Hill departments and schools are cancelled due to weather, we will not hold class.

Accessibility and Resource Services

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. For more information, please visit their website <http://accessibility.unc.edu>, call them (919) 962-8300, or email them at accessibility@unc.edu.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC, please visit <http://honor.unc.edu>, contact the Office of Student Conduct at (919) 962-0805, or email them at jpa@unc.edu.

Policy on Prohibited Harassment and Discrimination

The University's Policy on Prohibited Harassment, Discrimination and Related Misconduct

<http://sexualassaultanddiscriminationpolicy.unc.edu/> prohibits discrimination or harassment on the basis of an individual's race, color, national origin, age, religion, creed, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or veteran's status. Related Misconduct includes sexual and gender-based harassment, sexual violence, interpersonal violence and stalking. This Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications. Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance at (919) 966-3576, via email at <http://eoc.unc.edu/> or through the U.S. Mail at: Equal Opportunity and Compliance Office; The University of North Carolina at Chapel Hill; 100 East Franklin Street, Unit 110; Campus Box 9160; Chapel Hill, NC 27599-9160

Community Standards in Our Course and Mask Use

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. (source: *Student Safety and Wellness Proposal for EPC, Sep 2018*)

UNC-CH SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community. The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within

North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level. Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society. Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students. The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

- Candidates possess the necessary content knowledge to support and enhance student development and learning.
- Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts.
- Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
- Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
- Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs. Please see the School of Education's conceptual framework at the following link: <http://soe.unc.edu/about/framework.php>

- Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
- Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice

Course Schedule				
Week	Day	Topic	Readings	Assignments
1	8/19	Introductions & Overview		Syllabus Quiz open 6:15pm on 8/19 to 10pm on 8/22
2	8/24	HDFS	Walsh (Chapter 1)	
	8/26	Careers in HDFS	Walsh (Chapter 2)	
3	8/31	History & Future of HDFS	Walsh (Chapter 3) Yale Report (1828)	
	9/2	Research in HDFS	Walsh (Chapter 4)	
4	9/7	Broad Theories & Perspectives	Walsh (Chapter 5) Newman (2007a; 2007b)	
	9/9	Theories of Learning & Child Development	Papero et al (2018)	Assignment 1 Due 10pm on 9/12
5	9/14	Family Theories		
	9/16	Exam Review	Study Guide	Exam 1 open 6:15pm on 9/16 to 10pm on 9/19
6	9/21	FLE & Applications	Walsh (Chapter 6)	
	9/23	Professional Development & Ethics	Walsh (Chapter 7)	
7	9/28	Family & Early Years	Walsh (Chapter 8) Villarosa (2018)	
	9/30	Family & Early Years		
8	10/5	Family & Childhood	Walsh (Chapter 9)	
	10/7	Family & Childhood		Assignment 2 Due 10pm on 10/10
9	10/12	Family & Adolescence	Walsh (Chapter 10)	
	10/14	Family & Adolescence		
10	10/19	Exam Review	Study Guide	Exam 2 open 6:15pm on 10/19 – 10pm on 11/24
	10/21	Fall Break		
11	10/26	Family & Adulthood	Walsh (Chapter 11)	
	10/28	Family & Adulthood		
12	11/2	Family & Late Adulthood	Walsh (Chapter 12)	
	11/4	Family & Late Adulthood		
13	11/9	Death, Dying Grief & Loss	Berk (2017)	
	11/11	Diverse Families	Walsh (Chapter 13) V Eeden-Moorefield (2017)	Assignment 3 Due 10pm on 11/14
14	11/16	Diverse Families	Colegrove (2019)	
	11/18	Family Strengths	Walsh (Chapter 14)	
15	11/23	Professional Panel		Extra Credit Due 10pm on 11/28
	11/25	Thanksgiving		
16	11/30	Final Exam Review	Study Guide	Final Exam open 7-10pm on 12/7