



## EDUC-PSYC-SOC 430 Human Development in Culture

Course Syllabus  
Fall Semester 2022

**Instructor:** John Lawrence Dennis, Ph.D

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** None

**Course Type:** Course with Service Learning component

### Course Description

This course provides students with a broad overview of the phenomena in human development and how learning is influenced, if not shaped by culture. Students will be introduced to human development theories and the influential role of culture for each of these theories will be discussed. Human development aims to research how humans learn, mature, and adapt to their environment to as they learn how to flourish.

The course content reflects the fact that “culture” means different things to different people and is conceptualized at many different levels of organization, from the national and supra-national (e.g., Asian vs. Western) to home, family, and local community. The readings have been drawn primarily from three books that cover fields from educational sciences to psychology and from psychology, including developmental, educational, social and cognitive psychology, but will also readings from evolutionary sciences, anthropology, and sociology.

### *Learning Outcomes and Assessment Measures*

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures
Relate theoretical models to real life-examples	Class Discussion, Presentations, Blog
Develop critical thinking skills	Tickets, Class Discussion and Community EngageGAMES Presentation
Measure differences in culture	Ticket, Service Learning Project
Learn ways to integrate different cultures	Service Learning Project, Presentations

Gain a deeper knowledge of the Italian culture	Service Learning Project, Blog
Understand the implications of living in a multicultural society	Class Discussion, Blog

## Course Materials

Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. Basic Books.

Robinson, K. (2009). *The element: How finding your passion changes everything*. Penguin.

Stewart-Williams, S. (2018). *The ape that understood the universe: How the mind and culture evolve*. Cambridge University Press.

## Assessment

Service Learning Project	20%
Tickets	25%
Blog	10%
Peer Reviews	10%
Presentations	15%
Participation	15%
End of Semester Community EngageGAMES Presentation	5%

## Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	

F	59% or less	Fail (no credit)
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## Instruction Methods

This class uses a method in which students gain a significant amount of knowledge before each class begins. Once each class starts, students actively and interactively clarify and apply their new knowledge; the professor helps guide students through this process as a facilitator. This is referred to in pedagogy as a [flipped](#) instruction method (to view The University of Texas at Austin's discussion about this method, visit <http://vimeo.com/70893101>).

Assignments will be done with the help of several cooperative tools that are consistent with the flipped instruction method outlined above:

1. Students will submit short reactions (250-500 words) to readings 24 hours before class on [Google Drive](#).
2. Students will review materials submitted by fellow students.
3. Students will guide a part of classroom discussion with mini-presentations based on readings, exercises, case studies, and individual/team assignments.

**NOTE:** All writing should be written in 12-point, Garamond font, single spaced, and justified. All files submitted should have written in the top left part of the page the following:

*First Name Last Name*

*File type (e.g., Ticket #1, Blog)*

*Book section name, article title or blog title*

## Service Learning Project (20%)

Students will work as a team with a local company using interviews, observations, and/or surveys with the goal of answering the following questions:

1. What is the nature of the area in need of improvement?
2. What are its causes?
3. How can organizational behavior concepts be applied and extended to solve the area in need of improvement?
4. What specific action steps should the organization take to solve the area in need of improvement?
5. What changes should be implemented?
6. What are the potential barriers, obstacles, and challenges you foresee?
7. What are the risks, costs, and possible unintended consequences of your recommendations?
8. How will you communicate your findings to the organization and overcome potential resistance?

Please see the *Service Learning Syllabus Appendix* at the end of the syllabus for more information. Grading for the *Service Learning Project* is ongoing. It is highly recommended to create Notes pages within the Google Drive that clearly indicate that you are actively gathering information to learn more about the project. These notes pages can include article summaries, links to videos, images, interviews, etc. Active engagement in answering these above questions will occur regularly during the semester.

**NOTE:** The *Service Learning Project* will include 30 minutes of online work every week. Instructions on what that work will entail will be discussed every week in class as the project progresses.

### **End of Semester Community EngageGAMES Presentation (5%)**

During Special Academic Events Week, the class will present a 15-minute summary of the project experience to the Umbra community during the Community EngageGAMES Presentations on **Tuesday, December 13<sup>th</sup>**. Students will receive the guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

### **Tickets (25%)**

Students will submit one ticket (250-500 words) per reading. Every other ticket will be submitted online to [Google Drive](#) at least 24 hours before class, while the other ticket will be completed in class. See the ticket [rubric](#) to better understand what is expected of you. For articles and book chapters tickets must answer the following 4 W's, with each question being scored at 2.5 points, and a max score of 10.

1. What was the reading's main question in a single sentence?
2. What was done/discussed and what did they find?
3. How does the reading relate to other readings, in class discussion, and/or class projects?
4. Which part of the reading did you find useful/are you critical of?

The first two Ws will help students remember the positive points from what they have read first while the last two Ws integrate their experiences/thoughts with what they have read.

**NOTE:** Given that fact that tickets must be between 250-500 words, students should not give a summary of the ENTIRE reading, rather they need to focus their attention on a part of it that they found to be the most interesting to you.

### **Blog (10%)**

Students will submit one blog entry (250-500 words) to [Google Drive](#) based on classroom experiences during the semester. These blog posts can be based off tickets, the community research project, or any other exercise, discussion, etc. that happens inside the class or with classmates. Once the blog has been reviewed and approved, they will be submitted for publication on the Umbra institute blog. A signup sheet for blog entries will be shared on [Google Drive](#). Follow the [blog rubric](#) to understand better what is expected of you.

### **Peer Reviews (10%)**

Students will review tickets and blog entries submitted by fellow students. Reviews should consist of helpful and constructive comments and provide “additive feedback”— making suggestions about what the writer might add to or develop further. Students are responsible for completing one *Ticket* peer review per class, and one *Blog* review that will be assigned during the semester. A signup sheet for all peer reviews will be shared on [Google Drive](#). Reviews are due within 48 hours of when the document you are reviewing has been submitted to [Google Drive](#) or has been completed in class. Please use the [writing review rubric](#) and the [peer review guidelines](#).

### **Presentations (15%)**

Students will lead a portion of class via short presentation of their ticket during the semester. Presentations as well as student-led discussion typically will occupy the first half of the class while the professor will guide discussion during the remaining half of the class. Presentations should include an activity for the class and a discussion of the reading that connects to the reading. Activities for the class have included students filling out a questionnaire, watching a part of a TED talk video, doing an improvisation game, breaking into groups to answer specific questions, etc. You should not rely *solely* on [Google Slide](#) presentation. The presentation should include a short summary of the reading - enough that anyone who has not done the reading would be able to follow what

you are talking about, and then you should focus your attention on some particular part of the reading that you find most interesting. All presentations have a leader and a second. The leader is responsible for presenting the material, while the second is there to assist if the leader needs help.

During the Special Academic Events week, the class will give a presentation to the Umbra community, sharing a few words about the course and project, leading a meaningful activity that focuses on the project, and providing a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

### **Class Discussion 15%**

The core work of this course involves reading and collectively making sense of the assigned readings. Being consistently prepared for class, asking questions, responding to questions, and attentively listening to others is essential. Successful participation has four prerequisites, and these can be considered the participation rubric, where each class you will be given a max score of 5, with 1 point given for each:

1. **Being there.** When a student is absent, the class cannot benefit from his/her comments and insights. Absences will therefore hurt his/her participation grade. If a student is absent, he/she should make arrangements with a classmate to take notes and pick up any assignments or handouts.
2. **Being on time.** If a student needs to be late for class, please notify the professor at least 24 hours in advance.
3. **Being prepared.** To contribute to class discussion, students must come to class having carefully prepared all assignments (i.e., readings, tickets, cases, exercises). If students are unsure of the assignments for an upcoming class session, please ask.
4. **Being brave.** Students are expected to participate fully in all class exercises, to voice personal views during discussions, and to ask questions about things that are not understood. Asking questions might be intimidating, but doing so also helps classmates by moving the discussion forward in new directions.
5. **Being courteous.** Listening carefully to the comments and questions that classmates' voice will help one another to learn something new from their perspectives. Voicing disagreement is essential as it often leads to thoughtful and informative class discussions. Disagreements should be kind and considerate.

**NOTE:** Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of the students' career development. If there is anything that may interfere with their ability to contribute on an ongoing basis, students should discuss it with the professor sooner rather than later. The professor will work with students off-line to develop a strategy or plan to increase their comfort level and performance in class participation.

### **Feedback and Questions**

This course should be a valuable learning experience for all students. Their feedback regarding the class is appreciated at any time during the semester. It is easiest to reach the professor by email or right before or after class, or an appointment can be set up. At midterm, the professor will individually meet with students to co-evaluate course progress and any necessary changes will be made to keep the class on track.

### **Broadcasting**

Students will significantly improve submitted materials during the course of the semester, and, in the process, develop skills so that they are [so good they can't be ignored](#) (*So Good They Can't Ignore You* by Cal Newport). The result will be materials that will be so good that we will broadcast them online. For example, selected documents,

videos, photos, etc., will be used as the basis for student blog posts, and, in the past, they have been shared on social networks such as [LinkedIn](#), [Twitter](#), [Tumblr](#), [Pinterest](#), and [Slideshare](#). The goal in broadcasting is to help students develop materials that will allow them to think about their careers – to think like they are a [start-up](#). (*The Start-Up of You* by Reid Hoffman and Ben Casnocha). Both of these books are available in the Umbra Institute’s library.

### ***Peer-Reviewed Research-based Article***

Every semester, this course does a project that most likely will result in a peer-reviewed article submission that will be completed in the ensuing months post-completion of this course. The writing of this article, while open to all students, will require a commitment of about an hour or so each week. Bi-weekly meetings (or as needed) will occur via Zoom at a time that will fit all co-writers. Student-authors, as per my practice, will always be first-authors. You will learn how to read and summarize original research articles, and organize what we’ve done with our Service Learning project using APA guidelines. Students who participate in this writing project will be encouraged and supported in submitting this research to their institution (if they so desire) for research projects—like honor’s thesis, for example. In addition, if funding opportunities exist, I will again support you in gaining them so that you can present this project at international conferences that specialize in projects similar to what we do in this course.

### **Extension & Submitting Late Work**

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

### **Attendance & Lateness Policy**

Class attendance (in person) is mandatory. Students are allowed two “sick days,” which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students’ responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class). Each additional absence—even for another illness—will lower the students’ grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B). Missing a co-curricular field trip also lowers a student’s final grade by half a letter grade. It is the policy of the Institute that any student who has eight or more absences automatically fails the class.

If a student misses a class, it is ultimately their responsibility to find out what has been missed. Ideally, they should find out what they missed from a classmate. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Except in the case of medical emergencies with a doctor’s certificate and approved by the Director, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Consistent lateness (or leaving class early) is a sign of disorganization and lack of respect both for your instructor and for your fellow students. Umbra instructors are empowered to count three late arrivals as the equivalent of an absence.

### **Academic Integrity**

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

**Classroom Policy**

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions for anything other than note-taking, unless there has been a specific academic accommodation.

## Schedule of Topics, Readings, and Assignments

### WEEK 1

- Day 1 *Introduction and Course Overview*
- Day 2 *The Ape that Understood the Universe, Chapter 1*  
Ticket 1 – in class  
Service Learning Project - Present current project: brief overview

### WEEK 2

- Day 1 *Free to Learn, Chapters 1-2*  
Ticket 2 – Google Drive
- Day 2 *The Element, Chapters 1-2*  
Ticket 3 – in class  
Blog - Concepts discussed and initial notes due on GoogleDrive  
Service Learning Project - Visit “Ugo Foscolo” Middle School TBA

### WEEK 3

- Day 1 *The Ape that Understood the Universe, Chapter 2*  
Ticket 4 – Google Drive  
Service Learning Project - Present current project: Debrief
- Day 2 *Free to Learn, Chapters 3-4*  
Ticket 5 – in class  
Service Learning Project - Set team action plan: roles and division of responsibilities and review deadlines and project goals.

### WEEK 4

- Day 1 *The Element, Chapters 3-4*  
Ticket 6 – Google Drive
- Day 2 *The Ape that Understood the Universe, Chapter 3*  
Ticket 7 – in class  
Blog - Concepts discussed and 1<sup>st</sup> draft due on GoogleDrive  
Service Learning Project – Revise team action plan: roles and division of responsibilities and review deadlines and project goals.

### WEEK 5

- Day 1 *Free to Learn, Chapters 5-6*  
Ticket 8 – Google Drive
- Day 2 *The Element, Chapters 5-6*  
Ticket 9 – in class  
Service Learning Project - Work through project.

## WEEK 6

- Day 1 *The Ape that Understood the Universe, Chapter 5*  
Ticket 10 – Google Drive  
Service Learning Project - Work through project.  
Blog Concepts discussed and 2<sup>nd</sup> draft due on GoogleDrive
- Day 2 *Free to Learn, Chapters 7-8*  
Ticket 11 – in class  
Concepts discussed and 2<sup>nd</sup> draft due on GoogleDrive  
Service Learning Project - Work through project.

## Semester Break

## WEEK 7

- Day 1 *Service Learning Project Development*  
Service Learning Project - Resolve areas in need of improvement.
- Day 2 *The Element, Chapters 7-8*  
Ticket 12 – Google Drive

## WEEK 8

- Day 1 *The Ape that Understood the Universe, Chapter 6*  
Ticket 13 – in class  
Service Learning Project - Work through project.
- Day 2 *Service Learning Project Development.*  
Service Learning Project - Work through project.
- TRIP Service Learning Project - Activity at “Ugo Foscolo” Middle School

## WEEK 9

- Day 1 *Service Learning Project*  
Service Learning Project -Debriefing.
- Day 2 *Free to Learn, Chapters 9-10*  
Ticket 14 – Google Drive  
Blog Concepts discussed and 3<sup>rd</sup> draft due on GoogleDrive

## WEEK 10

- Day 1 *Service Learning Project Development.*  
Service Learning Project - Practice preliminary final presentation.
- Day 2 *Service Learning Project Development.*  
Service Learning Project - Practice preliminary final presentation.  
Blog - Final versions are due.

## WEEK 11

- Day 1 *Service Learning Project*  
Service Learning Project - Resolve areas in need of improvement.
- Day 2 *Service Learning Project*

Service Learning Project

Final Presentation in class with “Ugo Foscolo” middle school teacher (TBC). Peer, self and team evaluations.

**WEEK 12**

Day 1

*The Element, Chapters 9-10*

Ticket 15 – in class

Day 2

*Service Learning Project Development.*

Service Learning Project - Practice EngageGames Presentation

Ticket - Final versions with all revisions due.

**WEEK 13**

**FINAL**

The Special Academic Events Calendar will be provided later in the semester



**EDUC/PSYC/SOC 430: Human Development in Culture**  
**Service Learning Project**  
**Syllabus Appendix**

**What is service learning?**

Service learning is a type of experiential education integrated into a course in which:

- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative in order to realize a service learning project. Organization and open communication in-class with the professor and student team members will be key to student success.

**Service Learning Project Overview**

**Community Partner**

Partner: Scuola Media Statale “Ugo Foscolo”

**Project Description and Goals**

Students will investigate the principles and psychological outcomes of the Italian and American education systems through theoretical and direct experience in the Italian classroom setting. Students will prepare and lead cultural-based English language activities in a middle school class at the Scuola Media Statale “Ugo Foscolo”. This will allow students to collect data on students’ responses and interactions while teaching a language.

**Organization, Expectations, and Roles**

Students will choose their own team. An important amount of time will be dedicated to the service learning project's progress in class. Teams will be required to meet outside of class for four weeks for approximately 1-2 hours. Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the course of the project.

**Construction of a Learning Object**

Each team will collaborate to create a learning object (“a collection of content, practice, and assessments that are combined based on a single learning objective”), which will be shared with the middle school teacher before the school visit for feedback.

The learning object should include:

- An introduction that answers the following questions:
  - Where did you get the idea?
  - What cultural aspects are you describing and why?
  - Who will this activity work with and how to adapt it?
- A lesson plan
- Materials used
- A demonstrating tutorial

**Group Presentation**

Each team will collaborate to create and present a final detailed presentation accompanied by a PowerPoint presentation. Each student will be expected to complete a Presentation Feedback Form and ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:

- PowerPoint (spell-check!).
- 10 minutes.
- Each team member contributes to the preparation and delivery of the presentation.
- Rehearse presentation as a group for content, length, and transitions.

### **Community EngageGAMES Presentation**

During the Special Academic Events week, the class will give a 15-minute presentation to the Umbra community at the Community EngageGAMES Presentation during the exams week. The class will work together to share a few words about the course and project, lead a meaningful activity that focuses on the project, and provide a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

### **Grading Rubric**

The service learning project is worth a total of 25% of the final course grade, which will be divided into three categories, each worth 8.33% of the final course grade:

1. Construction of learning project
2. Execution of learning project
3. Community EngageGAMES Presentation