

EDHD 320 Fall 2011
Human Development through the Life Span
2119 Benjamin Building
Section 0201 Tuesday/Thursday 12:30-1:45
Section 1001 Tuesday/Thursday 11:00-12:15

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Office Hours: 9:45-10:45am Thursdays, or by appointment

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Course Description

This course will cover central issues related to human development that arise throughout the life span. We will discuss the continuity and change within the developing individual across cognitive, social, emotional, and physical domains from birth to death.

Course Objectives

Students will demonstrate an understanding of:

1. Theories and research methods that underlie the study of human development, and the plasticity of the human experience.
2. The relationship between physical, cognitive, social, and emotional development, and crucial roles they play in over the lifespan.
3. The impact of cultural and physical context on development.
4. How to critique and expand upon empirical research.

Students will be expected to:

1. Read this syllabus thoroughly, and ask any questions that arise.
2. Be respectful of the instructor, fellow students, and the educational mission of the course.
3. Attend all classes and arrive on time.
4. Complete all assigned reading and tasks by the date specified.
5. Reflect on their own experiences, and share appropriate life examples to highlight lectures and discussions.

Required Text

Sigelman, C. K. & Rider, E. A. (2009). *Life-Span Human Development*. Wadsworth, Cengage Learning. (Seventh Edition)

Rental options are available: <http://www.cengagebrain.com/market/isbn.html?isbn=0495553409>

Kindle options are available: http://www.amazon.com/Life-Span-Human-Development-7th-ebook/dp/B004Y0GKY2/ref=sr_1_1?ie=UTF8&qid=1314672105&sr=8-1

Course Requirements

Exams

Life Cycle Presentation (Work in Groups)

Online Discussions

Quizzes

In Class Assignments

Exams

There will be three non-cumulative exams (except that theories introduced in the first section of the course will be revisited throughout the semester) in this class. Exams will consist of multiple choice, and short answer questions. The third exam will be completely multiple choice.

Exam questions may be taken from class lectures, guest lectures, student presentations, and discussions, in addition to materials in the required textbook. It is up to the individual student to attend each class session, and to obtain notes and information from other class members when class is missed.

Any academic dishonesty will not be tolerated during exams. Any possible cheating issues will be reported to the office of student conduct. Examples include (but are not limited to):

- A visible cell phone or electronic device during an exam
- Looking at someone else's paper
- Talking to anyone other than the instructor during an exam

Life Cycle PowerPoint Presentation

Students will be required to work in groups of three, and present in class for 10-14 minutes on an age-graded cultural ceremony, tradition, celebration, or period of mourning. Examples of acceptable ceremonies are posted on blackboard, though additional ideas may be approved by the instructor.

Requirements

- Groups will answer the following questions:
 1. What culture/religion/group of people participate in this ceremony?
 2. What is its meaning to the community?
 3. What ages participate? In what ways?
 4. Is there any special preparation for the ceremony?
 5. What happens during the ceremony? What happens after? Is there variation in how people do things?
 6. Does the ceremony grant the participant and new status or privileges?
 7. Where did this ceremony come from?
 8. What do you think about the ceremony?
- Groups will pick **one developmental theory from the textbook** and explain how it connects or applies to the cultural event
- Groups will bring in at least **TWO** artifacts from the ceremony. Examples of artifacts include: pictures (at least 5) or videos of the ceremony, taped interviews with participants, food, or ceremonial clothing. If you have an idea for an artifact that is not on this list, you must get approval from the instructor at least one class period before you present.
- At least one **interactive** element with the class (e.g., engaging discussion, cultural game, dance, etc)
- A **print out of the powerpoint presentation**,
- A **1-2 page** (double spaced) summary (1 summary per group) of the ceremony, to turn in to the instructor.

Students will assess their group-members' contributions to the presentation as part of each individual's grade.

Online Discussions

To facilitate a thoughtful analysis of issues related to human development, you are required to participate in two week-long online discussions of issues addressed in the textbook. Readings and/or videos for each discussion will be posted to blackboard site (elms.umd.edu). You must post at least *three* responses for each discussion.

- The first response is a reaction to one of the discussion questions. It must be at least 100 words in length and include some kind of explanation of your reaction. In other words, state your opinions and the reasons for them.
- The second posting should relate to *another* discussion and be a *reply to a thread begun by another student*. This second response should be at least 50 words in length.
- The third posting can respond either to another student in the same thread, another thread, or provide an original answer to another discussion question.
- Postings should be written formally, with correct spelling and grammar.

Discussions will be available for one week prior to their due date. No make-up discussions will be provided.

Quizzes

There will be a total of 6 announced quizzes throughout the semester. These quizzes will be in multiple choice format and will *cover the chapters since the last exam/quiz was administered*. The quiz dates and relevant chapters are noted on the course calendar. These quizzes will be simple and are intended to ensure that everyone is keeping up with the reading material and is prepared for class discussion. **Only 5 of the 6 quizzes will count towards final grades.** That means you can miss one quiz altogether, or drop your lowest score.

Quizzes will be administered at the beginning of class, and will assess the entire assigned chapter(s), regardless of what has been covered in class lectures.

In Class Assignments

On three occasions, students will have the majority of the class period to prepare in class assignments (ICA). There will be three in class assignments:

1. A group presentation of a theoretical perspective.
2. A semi-structured interview with a classmate.
3. A group presentation of a topic of developmental psychopathology.

Grading System

This is a 3-credit, letter graded course, based on the following grading scale:

A+	above 96.500	B-	79.51-82.500	D	62.51-66.500
A	92.51-96.500	C+	76.51-79.500	D-	59.51-62.500
A-	89.51-92.500	C	72.51-76.500	F	below 59.500
B+	86.51-89.500	C-	69.51-72.500		
B	82.51-86.500	D+	66.51-69.500		

The assignments in this course will be weighted as follows:

3 Exams	60 points each (180 points total)
Discussion Boards	15 points each (30 points total)
In Class Assignments	15 points each (45 points total)
Life-Cycle Presentation	70 points
5 (out of 6) Quizzes	7 points each (35 points total)

Class Policies

Attendance and Make-up Exams

In accordance with the detailed policies below, you may NOT make up classroom activities, quizzes, or exams for which you are absent unless you notify the instructor **PRIOR** to class, AND

- Within **one week** provide written documentation that your absence complies with the University of Maryland policy. In extremely exceptional circumstances, the prior notification requirement may be waved.
- All make-up activities and exams must be completed as soon as possible.
- Exams **must** be made up within **two weeks** of the original exam date. In exceptional circumstances, this requirement may be waved.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. *Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.**

Major scheduled grading events: Major Scheduled Grading Events (MSGGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. *Without this documentation, opportunities to make up missed assignments or assessments will not be provided.**

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.*

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.*

* The full policy on excused class absences for student illness can be found at <http://www.president.umd.edu/policies/v100g.html>. Please review.

Late Assignments

All assignments are to be printed and turned in at the **start** (i.e., the first 5 minutes) of class the day the assignment is due. Papers turned in after the start of class will be counted as one day late. I do not accept email submission of assignments. Computer problems, error, etc, **DO NOT** count as a legitimate University approved excuse for failing to turn in your assignment on time.

- Late assignments will be penalized 10% for each calendar day beyond the deadline. Papers turned in four or more days late will not be accepted.
- Politely ask Charm Mudd at the front desk of the human development office timestamp your paper – please note that the office closes at 4:30pm.
- **Put late time-stamped late assignments in my mailbox.**

Grading

Earned grades for all student work will be reflective of the extent to which the student fulfilled the assignment requirements in the rubrics. Any questions about grading should be brought to the instructor's attention in a respectful, timely manner (i.e., within one week after the grade is received) and should include information regarding:

1. On which section of the grading rubric you think you earned more points (the rubrics are posted on elms).
2. How many more points you believe you earned, with a justification using the rubric and the text of your paper or assignment.
3. How any grade changes would be fair to the rest of the class.

After this information is submitted, the instructor will decide whether any grade changes are warranted.

Any unsubstantiated requests for unearned points will not be tolerated or considered.

Inclement Weather

In the event of inclement weather, this course will comply with the University's decision involving whether classes are to be held. If class is cancelled, assignments that were due on the cancelled day will be due at the next class meeting, unless you hear otherwise from the instructor via email.

Special needs

If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious Observances

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

If religious observances during the semester conflict with class attendance or assignment completion, please contact me by **the second week of class** so we can make the necessary arrangements.

Format

With the exception of in-class assignments, all student work must be typed and printed. Students should use **12-point, Times New Roman font, double-spacing, and one inch margins**. Please use APA formatting for citations and references.

Extra Credit

Opportunities for extra credit are not guaranteed. If an opportunity arises, details will be

announced in class.

Academic Integrity

The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

In addition to the requirements expressed in the Code of Academic Integrity, the following signed statement is requested on EVERY assignment and examination: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

Course Evaluations

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Calendar:

<i>Date</i>	<i>Event</i>	<i>Topic</i>	<i>Reading</i>
Th 9/1		Introduction	
Tu 9/6		Understanding Human Development	Ch 1 (1-29)
Th 9/8	ICA 1	Theories of Human Development	Ch 2 (31-61) Bring Textbook to Class
Tu 9/13	Online (MSGE)	Genes, Environment, and Development	Ch 3 (63-75, 79-93)
Th 9/15	Online (MSGE)	Prenatal Development and Birth	Ch 4 (95-117, 120-131)
Tu 9/20	Quiz 1 (Ch 1-4)	Infancy: Temperament, attachment, measurement	
Th 9/22		Health and Physical Development & Perception (Perception will not be covered in class)	Ch 5 and 6 (133-169) (173-190, 194-207)
Tu 9/27		Cognition	Ch 7 (209-239)
Th 9/29		<i>Age 7 in America</i>	
Tu 10/4	Infancy & Childhood Presentations (MSGE for presenters)		
Th 10/6	Exam 1 (MSGE)		
Tu 10/11		Memory and Information Processing; and Intelligence & Creativity	Ch 8 and 9 (243-273) (275-309)
Th 10/13	Quiz 2 (Ch 8-9)	Language and Education	Ch 10 (311-345)
Tu 10/18	ICA 2	Self and Personality, Emerging Adulthood	Ch 11 (347-379) Bring Textbook to Class
Th 10/20		Gender Roles and Sexuality	Chapter 12 (381-383, 386-390, 394-395, 398-413)
Tu 10/25	Quiz 3 (Ch 11-12)	Gender Roles and Sexuality	
Th 10/27	Adolescent & Adulthood Presentations (MSGE for presenters)		
Tu 11/1		Social Cognition and Moral Development	Chapter 13 (415-436, 440-447)
Th 11/3	Exam 2 (MSGE)		
Tu 11/8		Attachment and Social Relationships	Chapter 14 (449-481)
Th 11/10	Quiz 4 (Ch 14)	Attachment and Social Relationships	
Tu 11/15		The Family	Chapter 15 (483-515)
Th 11/17	Quiz 5 (Ch 15)	The Family	
Tu 11/22		<i>Age 21 in America</i>	
Th 11/24:	Thanksgiving – No class		
Tu 11/29	Online (MSGE)	Social Development Responses	
Th 12/1	Online (MSGE)	Social Development Responses	
Tu 12/6	End of Life Presentations (MSGE for presenters)		
Th 12/8	ICA 3	Developmental Psychopathology	Chapter 16 (517-545) Bring Textbook to Class
Tu 12/13	Quiz 6 (Ch 16-17)	Old Age, Death & Dying	Chapter 17 (547-575)
Final Exam Date and Time TBD (MSGE)			

Note: This schedule is subject to change at the instructor's discretion.