

Lifespan Development in the Human Environment
HDF211-01 and HDF211-03
Spring 2006

Instructor:	Kari Adamsons	Classroom:	Stone 142 (Albanese)
Office:	154 Brown Annex	Class time:	211-01 MWF 9:00-9:50
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Office hours:	Wednesday 11:00 – 12:30 or by appointment		

Required Textbooks:

Dacey, J., & Travers, J. (2006). *Human Development Across the Lifespan* (6th ed.). Boston: McGraw-Hill

Freiberg, K. (Ed.) (2005). *Annual Editions: Human Development*. (33rd ed.). Boston: McGraw-Hill/Dushkin.

Blackboard

Information for this course will be available through Blackboard. This website contains a variety of information, including a copy of the syllabus, a course schedule, student assignments and grades, and a variety of links to other sites relevant to this class. In addition, students will be able to view and print all of the Power Point slides shown during a lecture by going to Course Documents in Blackboard. These slides will be available at least 1 day prior to the relevant class period. However, please note that the Power Point slides are meant to serve as an outline for what will be covered in a given class period; **they do not contain all the information you will need to know for exams.** The information provided on Blackboard is meant to serve as a supplement, rather than an alternative, to regular class attendance and participation. You are still responsible for all information presented during class time. Students are not required to bring copies of the slides to class; however, you might find it useful to have them to organize and supplement your note-taking.

Course Objectives

This course introduces students to concepts, theories, and research related to critical developmental processes occurring throughout the human lifespan. Specific focus is placed on understanding how knowledge is generated in reference to human development (i.e., theory versus empirical research). Moreover, emphasis is placed on discussing how the various contexts in which humans develop and the ways in which the interactions between biological, environmental, and social influences directly and indirectly impact development across various stages of the lifespan.

Specific learning goals for students include:

1. Introduction to methods and theories that enhance our understanding of human development.
2. Understanding of biological, cognitive, psychological, and social aspects of development at different points in the lifespan.
3. Understanding how social contexts (social class, cultural group membership, families) impact human development.

4. Promoting students' familiarity with concepts and terms used in the study of human development.
5. Encouraging students to become critical consumers of the information they hear or read in the media regarding human development.

Class Organization

Class will be conducted primarily in lecture/presentation format; however, some group discussion also will occur. Lectures often will contain material not covered in the text, and class input, questions, and discussion will be welcomed and desired. As the instructor, I contribute most as a guide and resource person. I am not the sole guardian of what you will learn in this course. Instead, I assume that you share equally in the learning process and the responsibility that accompanies it. This assumption requires that you attend class, read your textbook, pay attention, participate in class discussion and activities, and complete all class assignments and exams.

Course Policies

1. *Academic Integrity:* Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by both the university and me and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university.
2. *University Sanctioned Activities:* Students who miss class due to participation in university-sanctioned activities must identify themselves **prior** to missing class and must make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.
3. *Disability Accommodations:* If you need disability accommodations, please see me as soon as possible. All information regarding disabilities is confidential.
4. *Emergencies:* If you have any emergency that interferes with your ability to complete the work in this course, please let me know immediately. If you cannot come for a scheduled appointment, please contact me ahead of time. My office phone number and email address are listed on the front page.
5. *My personal philosophy:* This class is a group learning environment and as such, each person enrolled in this class deserves the opportunity to learn the material without disruption or distraction from other individuals in the class. Therefore, as a rule I will not tolerate behaviors that disrupt the class. This can include a variety of things and so the following are only meant to serve as examples: I expect your cell phone to be turned off during class time; do not carry on side conversations during class time with your classmates; arrive for class on time and do not leave early unless prior arrangements have been made. Although I do not have a formal attendance policy or other policies specifically intended to deal with such situations (I prefer to assume that such issues will not arise until it has been demonstrated otherwise), should these or other disruptions become an issue over the course of the semester, I reserve the right to implement appropriate sanctions.

Course Requirements

1. *Exams*: You will take a total of 3 exams in this class. The last exam is **not** cumulative but will only cover material presented after the second exam. **I will not administer exams early or give any make-ups for the exams**, so be sure to note these dates in your calendar and schedule travel arrangements, etc., around them. If you miss an exam, a score of 0 will be recorded. Exams will consist of multiple-choice, true/false, matching, and short answer items. You will be responsible for and tested on information presented during lectures, class discussions, media presentations, and your assigned readings. However, exams focus primarily on material presented during class time. Exams are worth 100 points each.

2. *In-Class/Homework Assignments*: Assignments will take a variety of forms, including reading quizzes, homework assignments, and small group activities. For example, for almost every chapter there will be an in-class reading quiz. If you are absent the day an activity takes place, is assigned, or is collected, or if you do not arrive for class in time for the entire activity, you will not receive credit for the activity nor will you be allowed to make up these points. There will be a total of 27 in-class assignments, with each one being worth 10 points. **Your 3 lowest in-class/homework assignment grades will be dropped.** Thus, it is possible to earn up to 240 points simply by attending class, doing the reading, and completing assignments. Given the extensive opportunity to be graded on in-class work, and the fact that your 3 lowest grades will be dropped, **extra credit is not an option in this course.** If you attend class regularly and do the required reading, you will have ample opportunity to complete assignments that will contribute to your overall grade.

3. *Reaction Papers*: Over the course of the semester, you will be required to complete 3 short reaction papers (approximately 2 pages) which will be worth 20 points each. These papers will be in response to readings that you choose from the *Annual Editions: Human Development* textbook.

Over the course of the semester, you will need to choose **3** articles from the *Annual Editions* book (from 3 of 4 different developmental periods). For each article, you will write a brief paper discussing the main argument of the article, important facts used by the author to support the article, reasons why the article is important, and then critically evaluate the article. Points will be assigned for both content and quality, and I will hand out/post a guide on Blackboard in which I clearly outline my expectations. In addition, please note that the Writing Center is available should you need assistance with grammar or organizing your ideas. Due dates for each reaction paper are listed on the course calendar.

Please note that there are 4 developmental periods and 4 paper due dates, but only 3 reaction papers are required. I will take your 3 top paper grades and count them towards your final grade. If you wish to write all 4 papers and have me take your top 3 grades, you may do so; if you are happy with your first 3 grades (or simply wish to skip one for whatever reason), you only are required to write and turn in 3 papers. I do *strongly* recommend writing the first paper, as people often score lower on papers than they expect and that way you have a chance to write the next 3 papers and get better grades.

Grading Summary

Grades will be determined by the following point system:

3 exams (100 points each)	300 points
27 in-class/homework assignments (10 points each – 3 lowest dropped)	240 points
3 reaction papers (20 points each)	60 points

Total	600 points

Grading scale:

A (93% and higher)	= 555-600 points
A- (90 – 92%)	= 537-554 points
B+ (87 – 89%)	= 519-536 points
B (83 – 86%)	= 495-518 points
B- (80 – 82%)	= 477-494 points
C+ (77 – 79%)	= 459-476 points
C (73 – 76%)	= 435-458 points
C- (70 – 72%)	= 417-434 points
D+ (67 – 69%)	= 399-416 points
D (63 – 66%)	= 375-398 points
D- (60 – 62%)	= 360-374 points
F (Below 60%)	= 0-359 points

Note: The instructor reserves the right to change the syllabus as necessary. You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.

HDF211 Course Calendar Spring 2006

January 9	First Day of Class - Introduction
January 11	Chapter 1 – Introduction to lifespan development
January 13	Chapter 1 – Developmental research methods
January 16	MLK, Jr. Day – NO CLASS
January 18	Chapter 2 - Developmental theories Reading quiz: Chapter 2
January 20	Chapter 2 - Developmental theories
January 23	Chapter 3 - The biological basis of development Reading quiz: Chapter 3
January 25	Chapter 3 - The biological basis of development Academic Integrity Quiz Due
January 27	Chapter 4 - Pregnancy and birth Reading quiz: Chapter 4
January 30	Chapter 4 - Pregnancy and birth Reaction Paper #1 Due
February 1	Chapter 5 - Physical and cognitive development in infancy Reading quiz: Chapter 5
February 3	Chapter 5 - Physical and cognitive development in infancy
February 6	Chapter 6 - Psychosocial development in infancy Reading quiz: Chapter 6
February 8	Chapter 6 - Psychosocial development in infancy
February 10	EXAM #1 - Chapters 1-6
February 13	Chapter 7 - Physical and cognitive development in early childhood Reading quiz: Chapter 7
February 15	Chapter 7 - Physical and cognitive development in early childhood
February 17	Chapter 8 - Psychosocial development in early childhood Reading quiz: Chapter 8
February 20	Chapter 8 - Psychosocial development in early childhood
February 22	Chapter 8 - Psychosocial development in early childhood

February 24	Chapter 9 - Physical and cognitive development in middle childhood Reading quiz: Chapter 9
February 27	Chapter 9 - Physical and cognitive development in middle childhood
March 1	Chapter 10 - Psychosocial development in middle childhood Reading quiz: Chapter 10
March 3	Chapter 10 - Psychosocial development in middle childhood Reaction Paper #2 Due
March 6 - 10	SPRING BREAK - NO CLASS
March 13	Chapter 11 - Physical and cognitive development in adolescence Reading quiz: Chapter 11
March 15	Chapter 11 - Physical and cognitive development in adolescence
March 17	Chapter 12 - Psychosocial development in adolescence Reading quiz: Chapter 12
March 20	Chapter 12 - Psychosocial development in adolescence
March 22	Review for Exam #2
March 24	EXAM #2 - Chapters 7-12
March 27	Chapter 13 - Physical and cognitive development in early adulthood Reading quiz: Chapter 13
March 29	Chapter 13 - Physical and cognitive development in early adulthood
March 31	Chapter 14 - Psychosocial development in early adulthood Reading quiz: Chapter 14
April 3	Chapter 14 - Psychosocial development in early adulthood
April 5	Chapter 14 - Psychosocial development in early adulthood Reaction Paper #3 Due
April 7	Chapter 15 - Physical and cognitive development in middle adulthood Reading quiz: Chapter 15
April 10	Chapter 15 - Physical and cognitive development in middle adulthood
April 12	Chapter 16 - Psychosocial development in middle adulthood Reading quiz: Chapter 16
April 14	Spring Holiday - NO CLASS

April 17	Chapter 16 - Psychosocial development in middle adulthood
April 19	Chapter 17 - Physical and cognitive development in late adulthood Reading quiz: Chapter 17
April 21	Chapter 17 - Physical and cognitive development in late adulthood
April 24	Chapter 18 - Psychosocial development in late adulthood Reading quiz: Chapter 18
April 26	Chapter 18 - Psychosocial development in late adulthood Reaction Paper #4 Due
April 28	Chapter 19 - Death, Bereavement, & Spirituality Reading quiz: Chapter 19
May 1	Chapter 19 - Death, Bereavement, & Spirituality
Tuesday, May 2	(University follows Friday schedule) Review for Final Exam
FINAL EXAM	Friday, May 5 - 8:00 - 11:00 a.m. (HDF211-01; MWF 9–9:50 a.m.) Friday, May 5 - 12:00 - 3:00 p.m. (HDF211-03; MWF 10–10:50 a.m.)