

HDF 211: Lifespan Development in the Human Environment
Department of Human Development and Family Studies
The University of North Carolina at Greensboro
Spring 2006 Syllabus

Instructor: Ms. Christine Proulx, M.S. (pronounced Pru)
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Class: 211-02 TTH, 9:30 -10:45 am
211-04 TTH, 12:30 – 1:45 pm

Required Textbook

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

Blackboard

Information for this course will be available through Blackboard. Blackboard contains a copy of the syllabus, a course schedule, and student grades. In addition, students will be able to view and print all slides shown during a lecture by going to Lecture Slides (slides available at least 1 day prior to the relevant class period). The PowerPoint 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.** Students are not required to bring copies of the slides to class, but might find them useful to have when taking notes and/or studying for exams. Please note that the information provided on Blackboard is meant to *serve as a supplement, rather than an alternative*, to regular class attendance. You are still responsible for all information stated during class time. **It is the student's responsibility to check Blackboard regularly for any announcements that might be posted concerning this course.**

Course Description and Objectives

This course introduces students to concepts, theories, and research related to critical developmental processes occurring throughout the human lifespan. Emphasis is placed on: 1) discussing how the various contexts in which humans develop influence development across the lifespan and 2) the ways in which interactions between biological, environmental, and social influences directly and indirectly impact development across 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 across the lifespan.

3. Understanding how social contexts (social class, cultural group membership, families) influence 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 presented in the popular media regarding human development.

Class Organization

Class will be conducted primarily in lecture/presentation format; 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 read your textbook, attend class, pay attention, participate in class discussion and activities, and complete all class assignments and exams.

Please turn off all cell phones, pagers, and other electronic devices prior to entering the classroom.

Course Policies

1. *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 the university 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 make arrangements to complete missed work. In addition, students must provide Ms. Proulx 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 of the syllabus.
5. *Instructor's Philosophy*. This class is a group learning environment and each person enrolled in this course deserves the opportunity to learn without disruption or distraction from other individuals in the class. As a rule I will not tolerate activities that disrupt class. This encompasses a variety of behaviors, including but not limited to: carrying on side conversations during class time with your classmates; arriving for

class late or leaving early; playing games or text messaging on your cell phone. If you engage in these activities and are disruptive to fellow classmates or your instructor, I reserve the right to implement appropriate sanctions, including asking you to leave the classroom.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Requirements

1. *Exams:* You will take a total of 4 exams in this class. The last exam will be given on the last day of class, April 27. The last exam is not cumulative, but will cover all material presented after the third exam. **I will not administer exams early or give any make-ups**, so be sure to note exam 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 fill-in-the-blank items. You will be tested on information presented during lectures, class discussions and presentations, and on your assigned readings. Each exam is worth 50 points.
2. *In-Class Assignments:* In-class assignments will take a variety of forms, including short quizzes, writing assignments, and small group activities. If you are absent the day an activity takes place or is assigned (or you do not arrive to class in time for the quiz or to take part in the entire activity), **you will not have an opportunity to make up these points.** There will be a total of 9 quizzes (see course calendar for dates) and 4 in-class assignments, with each one being worth up to 10 points. Your 3 lowest quiz/in-class assignment grades will be dropped. Thus, it is possible to earn up to 100 points by attending class and completing in-class 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, you will have ample opportunity to complete assignments that will contribute to your overall grade.
3. *Attendance.* There is no formal attendance policy in this class. You are all adults; as such, you are treated and expected to behave as adults. This includes attending class regularly and accepting the consequences of missed classes (reminder: there are no make-ups for any missed classwork. Thus, an example consequence of missing class

is earning zeros on any missed assignments). Quizzes, in-class assignments, and exams cannot be made up. If you need to miss class, it is your responsibility to obtain any lecture notes you might have missed from a classmate.

Grading Summary

4 exams @ 50 points each	= 200 points
10 in class activities @ 10 points each	= 100 points
TOTAL	300 points

Approximate Grading Scale Cutoffs

A (93% and higher)	=279-300 points
A- (90 – 92%)	=269-278 points
B+ (87 – 89%)	=261-268 points
B (83 – 86%)	=249-260 points
B- (80 – 82%)	=240-248 points
C+ (77 – 79%)	=231-239 points
C (73 – 76%)	=219-230 points
C- (70 – 72%)	=210-218 points
D+ (67 – 69%)	=200-209 points
D (63 – 66%)	=188-199 points
D- (60 – 62%)	=180-187 points
F (59% and below)	= 0-179 points

Note: The instructor reserves the right to change the syllabus as necessary. All dates listed in the course calendar are approximate and subject to change with the exception of quizzes and exams, which will be administered on the dates stated in the course calendar. **You are responsible for all changes to the syllabus, all information presented during class time (regardless of whether or not you attended class), and all information posted under Announcements in Blackboard.**

Course Calendar

January 10	Introduction to Course & Syllabus
January 12	Introduction to Lifespan Development & Research Methods Reading: Chapter 1
January 17	Theoretical Frameworks in the Study of Lifespan Development Reading: Chapter 2 Reading Quiz #1: All of Chapter 2
January 19	Theories, cont'd Begin the Biological Basis of Development

January 24	The Biological Basis of Development Reading: Chapter 3
January 26	Pregnancy and Birth Reading: Chapter 4 Reading Quiz #2: All of Chapter 4
January 31	EXAM #1 Chapters 1-4, Lecture from 1/10 through 1/26
February 2	Physical and Cognitive Development in Infancy Reading: Chapter 5
February 7	Physical and Cog. Dev. Cont'd Begin Psychosocial Development in Infancy Reading: Chapter 6 Reading Quiz #3: All of Chapter 6
February 9	Psychosocial Development in Infancy, cont'd
February 14	Physical and Cognitive Development in Early Childhood Reading: Chapter 7 Reading Quiz #4: All of Chapter 7
February 16	Psychosocial Development in Early Childhood Reading: Chapter 8
February 21	Psychosocial Dev. in Early Childhood, cont'd Begin Physical and Cognitive Dev. in Middle Childhood Reading: Chapter 9 Reading Quiz #5: All of Chapter 9
February 23	Physical and Cognitive Dev. in Middle Childhood, cont'd
February 28	Psychosocial Dev. in Middle Childhood Reading: Chapter 10
March 2	EXAM #2 Chapters 5-10, Lecture from 2/2 through 2/28
March 7	SPRING BREAK – NO CLASS
March 9	SPRING BREAK – NO CLASS
March 14	Physical and Cognitive Development in Adolescence

	Reading: Chapter 11
March 16	Physical and Cognitive Development in Adolescence, cont'd Psychosocial Development in Adolescence Reading: Chapter 12 Reading Quiz #6: All of Chapter 12
March 21	Psychosocial Development in Adolescence, cont'd
March 23	Physical and Cognitive Development in Early Adulthood Reading: Chapter 13
March 28	Psychosocial Development in Early Adulthood Reading: Chapter 14 Reading Quiz #7: All of Chapter 14
March 30	Psychosocial Development in Early Adulthood, cont'd
April 4	EXAM #3 Chapters 11-14, Lecture from 3/14 through 3/30
April 6	Physical and Cognitive Development in Middle Adulthood Reading: Chapter 15
April 11	Psychosocial Development in Middle Adulthood Reading: Chapter 16 Reading Quiz #8: All of Chapter 16
April 13	Psychosocial Dev., cont'd Physical and Cognitive Development in Late Adulthood Reading: Chapter 17
April 18	Physical and Cognitive Dev., cont'd
April 20	Psychosocial Development in Late Adulthood Reading: Chapter 18 Reading Quiz#9: All of Chapter 18
April 25	Dying and Spirituality Reading: Chapter 19
April 27	EXAM #4 Chapters 15-19, Lecture from 4/06 through 4/25