

EDHD-320 Human Development through the Lifespan

Section 0101, Fall 2017

Instructor: Olga L. Walker, Ph.D.

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Office hours: During the semester, I will be available online via e-mail every Wednesday from 4:30-6:00pm. Please include "EDHD 320" in the subject line of all e-mails. I can also meet on campus (Benjamin 1109) by appointment.

Course Description: This online course will provide a chronologically organized overview of human development from conception through the end of life. In this course, we will cover the theoretical, biological, and environmental foundations of human development. We will then explore prenatal development followed by physical, cognitive, and socioemotional development during infancy and toddlerhood, childhood, adolescence, and adulthood. We will also review basic developmental research methods and relevant research articles and apply what we learn about human development through policy debates.

Course Objectives:

- Demonstrate an understanding of the theories of human development
- Describe physical, cognitive, and socioemotional development and how they interact during multiple developmental stages across the lifespan
- Understand the influence of individual differences and context on development
- Become familiar with basic developmental research methods and how scientific studies are used to understand human development
- Learn how to apply what we learn about human development to real life contexts

Required Text: Kuther, T. L. (2017). *Lifespan development: Lives in Context*. Thousand Oaks, CA: Sage Publications, Inc. ISBN: 9781506339627

Student companion website: <https://edge.sagepub.com/kuther>

Course Website: This is an online course. The course website is available through ELMS (<https://myelms.umd.edu>). You will use ELMS to take timed quizzes and multiple choice exams, submit assignments and participate in online policy debates. Assignments, written response exams, and extra credit summaries should be submitted through ELMS. Course announcements will be made on ELMS.

Course Requirements:

Required weekly readings. Each student is expected to read the assigned chapter(s) each week as outlined in the course schedule below. I may occasionally provide a handout with additional information on a topic, a reference for an article you should find and read, or send links to videos that may help explain certain concepts. The assigned readings, handouts, articles, and videos will help you prepare for the exams and weekly quizzes.

Quizzes (minor scheduled graded event). Required weekly readings will be evaluated with a timed quiz consisting of 10 to 15 multiple choice questions. Each quiz will be worth 15

points, for a total of 225 points toward the final grade. Quizzes will be available online for 48 hours prior to the due date and time each week (unless otherwise noted on the course schedule below). This is a timed assessment, therefore, once you begin the quiz online, you must complete it in the allotted time. It is the student's responsibility to have a stable and reliable internet connection during quizzes to ensure they are completed within the allotted time. While quizzes will be online and you will have access to your readings during your quiz, I strongly recommend completing the readings ahead of time as an understanding of the material will be necessary to perform well on the quizzes. Please refer to the course schedule below for quiz due dates.

Developmental research assignments (major scheduled graded event). Three assignments based on developmental empirical research articles will be required during the course. Each assignment will be worth 30 points, for a total of 90 points toward the final grade. The purpose of these assignments will be to learn (1) how to search online research databases through the library, (2) about the different parts of a research article and the type of information found in empirical articles, and (3) more about studies in the field of developmental science. More details for each assignment will be posted on ELMS at least two weeks prior to the assignment due date, see the course schedule below.

Developmental policy debates. Each student will be assigned to argue for or against one of four developmental policy online debates at the beginning of the semester. For the debate in which you are assigned, you will receive the topic of the debate two weeks in advance. The debate will begin on a Monday at 12:00am and conclude on that Wednesday at 11:59pm. During the first day of the debate, your group will post your policy summary on the ELMS discussion board for this course. During the following debate days, each individual participating in the debate will engage in discussion/debate about the policies. You should use what you are learning about human development as evidence in your arguments. The amount and quality of information you present online will be worth a total of 30 points (major scheduled graded event). For the three remaining debates in which you part of the audience, you will write a one page paper stating which side (not individuals) presented the most convincing argument and why. Debate audience papers will be worth 5 points each (minor scheduled graded event). Grading for the debate participants will be evaluated by the instructor and will not be based on peer audience papers. Please see the course schedule below for policy debate dates and paper due dates.

Exams (major scheduled graded event). There will be four non-cumulative exams, consisting of both multiple choice and written response questions. Each exam will contribute a total of 100 points toward the final grade, for a total of 400 points toward the final grade. Please refer to the course schedule below for exam due dates and times.

The multiple choice section of each exam will consist of 45 to 60 questions and will be available on ELMS for 48 hours prior to the exam due date and time (unless otherwise noted on the course schedule below). This is a timed assessment, therefore, once you begin the multiple choice section of the exam online, you must complete it in the allotted time. It is the student's responsibility to have a stable and reliable internet connection during exams to ensure they are completed within the allotted time. While the exams will be completed online

and you will have access to your course materials, I strongly recommend studying ahead of time in order to perform well.

Six to eight written response questions will be available on ELMS two weeks prior to the exam due date. Responses should be in your own words and not copied from any print, peer, or online sources (please see the policy on Academic Integrity below). This portion of the exam can be submitted through ELMS any time prior to 11:59pm on the due date.

Extra Credit. To earn extra credit, find a developmental empirical research article and summarize the article in 1 to 2 double-spaced pages, following criteria established in the first developmental research assignment. A total of two extra credit summaries may be turned in, each worth 5 points. Only empirical studies will count as extra credit. Therefore, review papers, media articles, or any other type of article cannot be used. Additionally, the articles used for assignments cannot also be used for extra credit summaries. I encourage you to e-mail me the article before writing the summary to ensure the article will count as extra credit. You can turn in extra credit summaries at any time during the semester, however, they will not be accepted after December 11, 2017 at 11:59pm.

Course Grading: Research Assignments - 90 points
 Policy Debates - 45 points
 Quizzes - 225 points
 Exams - 400 points
 Total: 760 points

Total points	Percentage of total points	Final grade
745 - 760	98%-100%	A+
699 - 744	92%-97.99%	A
684 - 698	90%-91.99%	A-
668 - 683	88%-89.99%	B+
623 - 667	82%-87.99%	B
608 - 622	80%-81.99%	B-
592 - 607	78%-79.99%	C+
547 - 591	72%-77.99%	C
532 - 546	70%-71.99%	C-
516 - 531	68%-69.99%	D+
471 - 515	62%-67.99%	D
456 - 470	60%-61.99%	D-
455 or less	Less than 60%	F

Course Schedule:

Week	Dates	Topic and Assigned Readings	Quiz due date	Assignment, debate, or exam due date
1	8/28 - 9/1	Lifespan Development: Approaches and Theories (Chapter 1) Biological and Environmental Foundations (Chapter 2: Pages 38 - 50)	Quiz #1 due 9/1 by 11:59pm	
2	9/4	Labor Day		
	9/5 - 9/8	Biological and Environmental Foundations (Chapter 2: Pages 50 - 55) Prenatal Development, Birth, and the Newborn (Chapter 3)	Quiz #2 due 9/8 by 11:59pm	
3	9/11 - 9/15	Physical Development in Infancy and Toddlerhood (Chapter 4)	Quiz #3 due 9/15 by 11:59pm	
4	9/18 - 9/22	Cognitive Development in Infancy and Toddlerhood (Chapter 5)	Quiz #4 due 9/22 by 11:59pm*	Assignment #1 due 9/22 by 11:59pm
5	9/25 - 9/29	Socioemotional Development in Infancy and Toddlerhood (Chapter 6); Temperament handout	Quiz #5 due 9/28 by 11:59pm	Exam #1 due 9/29 by 11:59pm**
6	10/2 - 10/6	Physical and Cognitive Development in Early Childhood (Chapter 7)	Quiz #6 due 10/6 by 11:59pm	Debate #1 10/2-10/4; Papers due 10/6 by 11:59pm
7	10/9 - 10/13	Socioemotional Development in Early Childhood (Chapter 8);	Quiz #7 due 10/13 by 11:59pm	
8	10/16 - 10/20	Physical and Cognitive Development in Middle Childhood (Chapter 9)	Quiz #8 due 10/20 by 11:59pm	Debate #2 10/16-10/18; Papers due 10/20 by 11:59pm
9	10/23 - 10/27	Socioemotional Development in Middle Childhood (Chapter 10)	Quiz #9 due 10/26 by 11:59pm	Exam #2 due 10/27 by 11:59pm

Week	Dates	Topic and Assigned Readings	Quiz due date	Assignment, debate, or exam due date
10	10/30 - 11/3	Physical and Cognitive Development in Adolescence (Chapter 11)	Quiz #10 due 11/3 by 11:59pm	Assignment #2 due 11/3 by 11:59pm
11	11/6 - 11/10	Socioemotional Development in Adolescence (Chapter 12)	Quiz #11 due 11/10 by 11:59pm	Debate #3 11/6-11/8; Papers due 11/10 by 11:59pm
12	11/13 - 11/17	Physical, Cognitive, and Socioemotional Development in Early Adulthood (Chapters 13 & 14)	Quiz #12 due 11/17 by 11:59pm	
13	11/20 - 11/21			Exam #3 due by 11/21 by 11:59pm
	11/22-11/24	Thanksgiving break		
14	11/27 - 12/1	Physical, Cognitive, and Socioemotional Development in Middle Adulthood (Chapters 15 & 16)	Quiz #13 due 12/1 by 11:59pm	
15	12/4 - 12/8	Physical and Cognitive Development in Late Adulthood (Chapter 17)	Quiz #14 due 12/8 by 11:59pm	Debate #4 12/4-12/6; Papers due 12/8 by 11:59pm
16	12/11	Socioemotional Development in Late Adulthood (Chapter 18)	Quiz #15 due 12/11 by 11:59pm	Assignment #3 & extra credit summaries due 12/11 by 11:59pm
	12/12	Reading Day		
Final Exam	12/13 - 12/19			Exam #4 due 12/19 by 6:00pm

*Quiz #4 will be available for 96 hours, from 9/19 at 12:00am until 9/22 at 11:59pm.

**Exam #1 will be available for 72 hours, from 9/27 at 12:00am until 9/29 at 11:59pm.

Course Policies

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

Course communication: Please contact me with any questions, such as specific questions about course requirements, to notify me and/or provide documentation for an excused absence, and to arrange accommodations, by e-mail. Please include "EDHD 320" in the subject line of all e-mails. Course announcements will be made on ELMS.

Late policy: Unless prior notice and proper documentation was provided to the instructor as described below, quizzes, multiple choice exams, and debates can only be completed online during the allotted time and written response exams will not be accepted after the due date and time. Assignment and debate audience paper grades will be reduced one full letter grade for each day (including weekends and holidays) in which they are late.

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://osc.umd.edu/OSC/Default.aspx>. 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.

Special needs: If you have a registered disability that will require accommodation, please notify 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 at <https://www.counseling.umd.edu/ads/start/eligibility/> or at (301.314.7682) 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 student 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.

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.

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 (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a healthcare 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.