

Human Development through the Lifespan

EDHD 320, Section 0501

Tuesdays, 4:15-7:00 pm
3315 Benjamin Building
Fall 2017

Instructor: Dr. Susan Lutz Klauda

Email: susan3@umd.edu (preferable to contacting through ELMS or via phone)

Office: 1109 Benjamin Building

Phone: 301-405-2831

Mailbox: located in 3304 Benjamin Building

Office hours: by appointment

Course Description

This course covers human development through all stages of life, from the prenatal period through death. We will examine continuity and change within the developing individual in the physical, cognitive, emotional, and social domains. Class time will be devoted to a variety of activities, including lectures, whole class and small group discussions and activities, and videos.

Course Objectives for Students

- Understand the major assumptions and theories underlying the study of human development.
- Gain knowledge of milestones and patterns of development in the physical, cognitive, emotional and social domains and the interrelations of development in these domains.
- Become familiar with common research methods for studying human development.
- Apply and critique developmental theories, concepts, and research findings.
- Connect course material to your personal experiences and interests.

Required Course Readings

Textbook

Kuther, T. L. (2016). Lifespan development: Lives in context. Thousand Oaks, CA: Sage.

ISBN: 9781483368856 (hardcover) or ISBN 9781506339610 (looseleaf + ebook access)

Student Study Site: edge.sagepub.com/kuther

Articles/chapters listed in course calendar, which will be posted on ELMS

Any other articles or handouts posted on ELMS or distributed in class

Attendance, Participation, and Assessments

Doing well in this course requires regular attendance, attention, and participation in class. Preparation outside of class, including completing all reading and writing assignments on time, is also vital. The following assessments will contribute to your grade in the course:

- **Case Study Project:** This project will be a case study of human development focused on one or two individuals of your choice. You may study your selected individual(s) using one or more of the following methods: interview, observation, established psychological survey/test.
 - The project components will include:
 - Topic statement & article abstract
 - Research article summary & critique
 - Project plan & peer critique
 - 6-7 page paper (plus required appendices)
 - Poster or other creative representation of your project
 - Poster session reflection

Detailed guidelines will be posted in ELMS and discussed early in the semester.

- **Observation Paper:** This assignment will involve observing a class at the Center for Young Children (CYC) during the week of October 16, and then writing a **2.5-3 page paper** that describes and analyzes the observation using course material. Further guidelines will be posted in ELMS and discussed in class. Note: The CYC has limited observation hours. **If you are unavailable during the set times, please contact me by Oct. 1 to determine an alternative assignment.**
- **Quizzes:** There will be 5 **non-cumulative quizzes** that focus on material covered in class in any form. They will be given at the start of class on the dates indicated in the calendar. The quizzes will include a variety of question types, such as multiple choice, short answer, true/false, matching, and brief essay. The lowest grade of the 5 **non-cumulative quizzes** will be dropped. Quizzes may NOT be made up unless you provide documentation of a university-approved excuse for your absence.
- **Major theories and research methods test:** There will be 1 **cumulative test** focused on the key developmental theories and the research methods that will be revisited throughout the semester. It will take place during the final exam period and may NOT be made up unless you provide documentation of a university-approved excuse for your absence. Item types will be varied, as on quizzes, though longer essay items may be included.
- **In-class activities:** You will regularly be asked to turn in work from individual or small group activities completed in class. These activities are intended to reinforce and extend your understanding of material from the lectures and readings. ONE missed activity may be made up without providing documentation of a university-approved excuse for your absence IF a request for a make-up is made to the instructor within 24 hrs of the start of the missed class; beyond that, documentation is required. (Depending on the nature of the missed activity, the make-up may be an alternative assignment consisting of a two-page, double-spaced reaction paper to the reading(s) associated with the day of the missed activity.) Each activity will be graded as follows:
 - J+ (100%): response fully adheres to guidelines and shows high level of thought and effort
 - J (75%): response mostly adheres to guidelines and shows moderate level of thought and effort
 - J- (50%): response barely adheres to guidelines or shows only minimal level of thought and effort
 - 0 (No credit): response not turned in

Grading Summary

Assessment	Percentage of Final Grade
In-class activities	20
Quizzes*	20
Major theories & methods test*	12
Observation paper*	10
Case study project	38
<i>Topic statement & article abstract</i>	1
<i>Research article summary & critique*</i>	5
<i>Project plan & peer critique*</i>	5
<i>Final paper*</i>	20
<i>Poster/creative representation*</i>	5
<i>Poster session reflection</i>	2

**University policy for Major Scheduled Grading Events applies*

Final grades will be determined as follows:

Weighted Average	Letter Grade	Weighted Average	Letter Grade
97-100%	A+	77-79.999%	C+
93-96.999%	A	73-76.999%	C
90-92.999%	A-	70-72.999%	C-
87-89.999%	B+	67-69.999%	D+
83-86.999%	B	63-66.999%	D
80-82.999%	B-	60-62.999%	D-
		<60%	F

B Note regarding participation:

Contributions to discussions may improve your grade. If you have regularly made relevant, thoughtful contributions to class and small group discussions as judged by the instructor, you may earn the next highest grade (e.g., your grade could go from a B to B+ or B+ to A-). Conversely, use of technology during class time for non-class related purposes may reduce your grade to the next lowest level, as it is distracting and disrespectful to your classmates and instructor (one warning will be given before this penalty is applied).

Class Policies

Absences from class: If you must miss class for any reason, I strongly recommend that you ask a classmate for any notes, handouts, or announcements you may have missed. In addition, please notify me as far in advance as possible if you know that you are going to miss class for a university-approved reason, so that we can discuss any necessary arrangements. Please see the Undergraduate Catalog's description of university-approved reasons for absence (<http://www.umd.edu/catalog>).

Academic integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. 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 definitions and consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Accommodations for students with disabilities: In order to receive accommodations, students with learning disabilities must provide a written request and documents from the University of Maryland Disability Support Services (<http://counseling.umd.edu/DSS>). Please submit any requests by September 5.

CourseEvalUM (www.courseevalum.umd.edu): Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. 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.

ELMS (www.elms.umd.edu): On ELMS, I will post this syllabus, assignment guidelines, articles, and any major changes to the course calendar. Prior to most classes, I will also post lecture *outlines* (not full lecture notes). In addition, I may post surveys, handouts utilized in class and links to useful web sites. You will also be able to access your grades via ELMS.

Format for papers: Papers should be typed in 12 point Times New Roman font, with 1 inch margins all around and double-spacing. When submitted in hard copy, they should be printed in black ink on white or off-white paper. You are encouraged to print double-sided!

Inclement weather: In the event of inclement weather, I will comply with the University's decision regarding whether classes are going to be held or not. An announcement will be made on ELMS regarding any written assignments or quizzes that were scheduled for the day of the missed class.

Laptops, cell phones, and other electronic devices: Use of electronic devices is permitted only for note-taking and, as designated by the instructor, for class activities. Cell phones should be kept silent and out of sight. Text messaging is not allowed during class.

Late assignments: All assignments are due at the times and in the manner (ELMS submission or hard copy) designated in this syllabus. Any changes in due dates will be announced on ELMS. Email submissions will not be accepted, except under unusual circumstances pre-approved by the instructor. The penalties for lateness without a university-approved reason for absence on the due date are as follows:

Project topic & abstract, project plan: no credit

Observation paper, Empirical article critique, final project: 10% deduction for each weekday it is overdue

Make-ups: Please see the individual assessment descriptions on p. 2.

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 therefore shall be allowed 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. Please contact the instructor at least **two weeks prior** to the projected absence.

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.

*** For the University's policies for undergraduate courses, please see
<http://www.ugst.umd.edu/courserelatedpolicies.html>***

Use this space to record contact info for 2 of your classmates:

1)_____

2)_____

Tentative Course Calendar

Note: Students should do the readings assigned for a given date PRIOR to class.

Day	Date	Class topics & readings	Assignments/notes
Tues	Aug. 29	Course Introduction The Lifespan Perspective <ul style="list-style-type: none"> Ch. 1, pp. 2-23 	
Tues	Sept. 5	Research in Human Development <ul style="list-style-type: none"> Ch. 1, pp. 24-32 Bandura et al. (1961) Biological & Environmental Foundations <ul style="list-style-type: none"> Ch. 2, pp. 50-56 (skim rest of ch.) 	SEPT 11: last day to add or to drop w/o W
Tues	Sept. 12	Prenatal Development, Birth, & the Newborn Baby <ul style="list-style-type: none"> Ch. 3 (all sections) <i>Infancy & Toddlerhood: Physical</i> <ul style="list-style-type: none"> Ch. 4 (all sections) 	Quiz 1
Tues	Sept. 19	<i>Infancy & Toddlerhood: Cognitive</i> <ul style="list-style-type: none"> Ch. 5, pp. 112-126 (all sections except Language Development) Read Hall (2000) 	
Tues	Sept. 26	<i>Infancy & Toddlerhood: Emotional & Social</i> <ul style="list-style-type: none"> Ch. 6 (all sections) Erikson (1963), pp. 247-254 	Case Study Project Topic & Abstract due in ELMS, 11:59 pm
Tues	Oct. 3	<i>Language Development</i> <ul style="list-style-type: none"> Ch. 5, pp. 127-134 Ch. 7, pp. 185-187 Ch. 9, pp. 245-249 Language Development Game Instructions 	Quiz 2
Tues	Oct. 10	<i>Early childhood: Physical & Cognitive</i> <ul style="list-style-type: none"> Ch. 7, pp. 166-185; 187-194 (all sections except Language Development) 	Research Article Summary & Critique due in ELMS, 11:59 pm
Tues	Oct. 17	<i>Early childhood: Emotional & Social</i> <ul style="list-style-type: none"> Ch. 8 (all sections) Erikson (1963), pp. 255-258 <i>Middle childhood: Introduction</i> <ul style="list-style-type: none"> Erikson (1963), pp. 258-261 	Case Study Project Plan due in class
***Complete observation at CYC between October 16 and 20 (any day between 9 and 11 am; call - do NOT email - Jennifer Haislip to schedule: 301-405-3168) ***			
Tues	Oct. 24	<i>Middle childhood: Physical, Cognitive, Emotional, & Social</i> <ul style="list-style-type: none"> Ch. 9, pp. 224-245; pp. 249-254 Ch. 10 (all sections) Read Sternberg (2007) 	Quiz 3
CYC Observation paper due Friday, October 27 in ELMS, 11:59 pm			

Day	Date	Class topic & Textbook reading	For this class:
Tues	Oct. 31	<i>Adolescence</i> : Physical, Cognitive, Emotional, & Social <ul style="list-style-type: none"> ▪ Ch. 11 (pages TBA) ▪ Ch. 12 (pages TBA) ▪ Erikson (1963), pp. 261-263 ▪ Twenge (2017) 	NOV 6: Last day to drop with W
Tues	Nov. 7	<i>Adulthood</i> : Lifespan issues, Physical Aging, & Cognitive Development <ul style="list-style-type: none"> ▪ Chs. 13, 15, 17 (pages TBA) ▪ Cohen (2006) 	Quiz 4
Tues.	Nov. 14	<i>Adulthood</i> : Emotional & Social <ul style="list-style-type: none"> ▪ Chs. 14, 16, 18 (pages TBA) ▪ Erikson (1963), pp. 263-274 	
Tues	Nov. 21	<i>Emerging Adulthood</i> <ul style="list-style-type: none"> ▪ Arnett (2000) ▪ Arnett (2013) ▪ Zhong & Arnett (2014) 	**Online discussion - no class meeting!**
Tues	Nov. 28	<i>Continuity and Change</i> <i>Course review</i>	Quiz 5
Tues	Dec. 5	Case study projects	Poster/creative representation due in class
Case Study Project Final Paper due Friday, December 8 in ELMS, 11:59 pm			
Final Exam Date	TBD	Major Theories & Methods Test	

Readings posted in ELMS:

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- Arnett, J. J. (2013). The evidence for generation we and against generation me. *Emerging Adulthood*, 1, 5-10.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.
- Cohen, G. (2006, Jan. 16). The myth of the midlife crisis. *Newsweek*, 147, 82, 84-86.
- Erikson, E. H. (1963). Eight ages of man. In *Childhood and society* (2nd Ed.), (pp. 247-274). New York: Norton.
- Hall, B. (2000). Madeleine's first months of life. In D. N. Sattler, G. P. Kramer, V. Shabatay, & D. A. Bernstein (Eds.), *Lifespan development in context*, 3-10. Boston: Houghton Mifflin.
- Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, 36, 148-155.
- Twenge, J. M. (2017, September). Have smartphones destroyed a generation? *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>
- Zhong, J., & Arnett, J. J. (2014). Conceptions of adulthood among migrant women workers in China. *International Journal of Behavioral Development*, 38, 255-265.