

**EDHD 320**  
**Human Development through the Lifespan**  
Section 0101, Fall 2018  
Tuesdays 4:15pm to 5:30pm & Online Asynchronous

**Instructor:** Olga L. Walker, Ph.D.

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**Office:** Benjamin Building 1109

**Office hours:** After class on Tuesdays from 5:30pm until 6:30pm or by appointment

**Course Meeting Times:** We will meet every Tuesday from 4:15pm to 5:30pm in Francis Scott Key Hall 0126. This is a blended learning course, therefore, students are also expected to participate in weekly online assignments on the course website.

**Course Description:**

This course provides 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 current research articles as well as apply what we learn about human development to a real life context.

**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: 9781483368856

If you prefer to read electronically, this textbook is available as an ebook. Either format of the textbook can be used for this course.

I recommend visiting the student companion website: <https://edge.sagepub.com/kuther>

**Course Website:**

This is a blended learning course with an online component. The course website is available through ELMS-Canvas (<https://myelms.umd.edu>). You will use ELMS-Canvas to take timed quizzes and multiple choice exams, submit assignments and short answer exams, and discuss course content. You will also have online team meetings and discussions as you work on your team paper during the semester. Course announcements will be made on ELMS-Canvas. Please check your notification settings on ELMS-Canvas by logging in, then clicking on "Account," and clicking on "Notifications." In particular, you may want to be notified of due dates, announcements, discussion, and discussion posts.

## **Course Activities and Assignments:**

Required weekly readings. Readings consist of posted lecture slides, textbook chapters, and may also include videos and articles. The assigned readings (i.e., assigned chapters, lecture notes, articles, and videos) will help you prepare for the exams and weekly online activities. Students are expected to read and/or watch all assigned readings each week.

Online Activities. Each week, students will complete assignments on ELMS-Canvas as part of the online portion of the course. There will be two online activities each week: one quiz and an assignment. Quizzes (Minor Scheduled Graded Event) will include 15 multiple choice questions. 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 quizzes. Each quiz will be worth 15 points, for a total of 210 points toward the final grade. Quizzes will be available on Monday of each week and due on Friday by 11:59pm of the same week.

The second weekly assignment will vary from week-to-week and may include activities such as participating in online discussions about a developmental topic, working on online assignments, and engaging in team meetings online.

There will be seven online discussions (Minor Scheduled Graded Event), each worth 10 points for a total of 70 points toward the final grade. For each discussion, I will post a prompt about one specific developmental topic relevant to the week's topic. Students are required to respond to the original post and respond to two classmate's responses. The purpose of the discussion posts are to learn about current findings in child development, integrate discussion ideas with course readings, and engage in discussion about child development with classmates. All discussion posts are due by 11:59pm on the Friday of the week in which it was assigned.

There will also be two developmental assignments (Major Scheduled Graded Event), each worth 30 points for a total of 60 points toward to the final grade. For the first assignment, students will learn how to search online databases through the library to find developmental research articles as well as become familiar with the different parts of and the type of information you can expect to find in research articles. Students will also provide a summary of one research article. For the second assignment, students will be randomly assigned to work in teams on a policy paper. Each Team will meet regularly online to plan and discuss progress on their project as well as discuss ideas and concepts linking human development to public policy. The purpose of this assignment is to think about and learn how to apply knowledge of human development to a real life context. Please see the course schedule below for assignment due dates. All online assignments are due by 11:59pm on the due date.

Exams (major scheduled graded event). There are four non-cumulative exams, consisting of both multiple choice (60%) and short answer (40%) questions. Each exam contributes a total of 100 points toward the final grade, for a total of 400 points. Exams are due by 11:59pm on the due dates listed on the course schedule (see below).

The multiple choice (MC) section of each exam will consist of approximately 30 questions. 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.

There will be 4 - 5 short answer (SA) questions available on ELMS-Canvas when we begin the chapters covered in the exam. The SA portion of the exam may be submitted through ELMS-Canvas any time prior to the exam due date and time.

**Submission Notes.** Quizzes and MC exams are timed assessments, therefore, once you begin the quiz or exam, 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 and submitted within the allotted time and before the due date and time. Timed quizzes and exams may only be taken once. Assignments, quizzes, and exams must be submitted on ELMS-Canvas before the due date and time to be considered on time (see late policy below). Assignments and exam SA may not be re-submitted once they have been graded or past the due date, whichever occurs first. Therefore, only submit assignments and exam SA in their final form.

**Extra Credit.** Extra credit may be earned by finding a developmental empirical research article and summarizing the article, following criteria outlined in the extra credit assignments posted online. You may turn in up to two extra credit summaries, each worth 5 points. Only peer-reviewed empirical studies will count as extra credit. Therefore, review papers, dissertations, news articles, chapters or any other type of article cannot be used. Articles used for assignments cannot also be used for extra credit summaries. You may turn in your extra credit at any time during the semester, however, they will not be accepted after the due date. Extra credit is due on the final day of class by 11:59pm.

**Course Grading:** Online Assignments - Quizzes 210 points  
 Online Assignments - Discussion Posts 70 points  
 Online Assignments - Developmental Assignments 60 points  
Exams Multiple choice and Short Answer - 400 points  
 Total: 740 points

Total points	Percentage of total points	Final grade
725 - 740	98%-100%	A+
680 - 724	92%-97.99%	A
666 - 679	90%-91.99%	A-
651 - 665	88%-89.99%	B+
606 - 650	82%-87.99%	B
592 - 605	80%-81.99%	B-
577 - 591	78%-79.99%	C+
532 - 576	72%-77.99%	C
518 - 531	70%-71.99%	C-
503 - 517	68%-69.99%	D+
458 - 502	62%-67.99%	D
444 - 457	60%-61.99%	D-
443 or less	Less than 60%	F

**Course Schedule:**

Week	Dates	Topic and Assigned Readings	Online Assignments*
1	8/27-8/31	Developmental Theories (Chapter 1)	Chapters 1 & 2 Quiz due 8/31
		Biological Foundations (Chapter 2)	Discussion #1 due 8/31
2	9/4-9/7	Prenatal Development, Birth, and the Newborn (Chapter 3)	Chapters 3 & 4 Quiz due 9/7
		Physical Development in Infancy and Toddlerhood (Chapter 4)	Discussion #2 due 9/7
3	9/10-9/14	Cognitive Development in Infancy and Toddlerhood (Chapter 5)	Chapter 5 Quiz due 9/14
			Research Assignment due 9/14
4	9/17-9/21	Socioemotional Development in Infancy and Toddlerhood (Chapter 6)	Chapter 6 Quiz due 9/21
			Exam #1 due 9/21 (Chapters 1-6)
5	9/24-9/28	Early Childhood Physical and Cognitive Development (Chapter 7)	Chapter 7 Quiz due 9/28
			Discussion #3 due 9/28
6	10/1-10/5	Early Childhood Socioemotional Development (Chapter 8)	Chapter 8 Quiz due 10/5
			Discussion #4 due 10/5
7	10/8-10/12	Middle Childhood Physical and Cognitive Development (Chapter 9)	Chapter 9 Quiz due 10/12
			Discussion #5 due 10/12

\* All quizzes, assignments, and exams are due by 11:59pm on the due date listed above.

<b>Week</b>	<b>Dates</b>	<b>Topic and Assigned Readings</b>	<b>Online Assignments*</b>
8	10/15-10/19	Middle Childhood Socioemotional Development (Chapter 10)	Chapter 10 Quiz due 10/19
			Exam #2 due 10/19 (Chapters 7-10)
9	10/22-10/26	Adolescent Physical & Cognitive Development (Chapter 11)	Chapter 11 Quiz due 10/26
		Discuss team assignment and first team meeting in class	Discussion #6 due 10/26
10	10/29-11/2	Adolescent Socioemotional Development (Chapter 12)	Chapter 12 Quiz due 11/2
			Team Backlog due 11/2
11	11/5-11/9	Early Adulthood Physical & Cognitive Development (Chapter 13)	Chapters 13 & 14 Quiz due 11/9
		Early Adulthood Socioemotional Development (Chapter 14)	Team Work Meetings
12	11/12-11/16	Physical and Cognitive Development in Middle Adulthood (Chapters 15)	Team Work Meetings
13	11/19-11/20	Middle Adulthood Socioemotional Development (Chapters 16)	Chapters 15 & 16 Quiz due 11/20
14	11/26-11/30	Late Adulthood Physical and Cognitive Development (Chapter 17)	Chapter 17 Quiz due 11/30
			Team Assignment due 11/30
15	12/3-12/7	Late Adulthood Socioemotional Development (Chapter 18)	Chapter 18 Quiz due 12/7
			Discussion #7 due 12/7
16	12/10		Extra Credit due 12/10
	12/11	Reading Day	
Final Exam		Exam #4 (Chapters 15-18)	TBD

\* All quizzes, assignments, and exams are due by 11:59pm on the due date listed above.

## 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 by email. Course announcements will be made through the course website.

**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.

**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](http://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.

**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 Accessibility and Disability 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.

**Late policy:** Assignments, quizzes, and exams are considered late if they are not complete and submitted on ELMS-Canvas by the due date and time. Without documentation for an excused absence, late quizzes, assignments, and exams will not be accepted four days past the due date and extra credit summaries will not be accepted after the due date. One late minor graded event (i.e., quiz or discussion) per semester may be submitted within four days of the due date without incurring a late penalty. Any other minor graded events as well as all major graded events (i.e., assignments and exams) submitted late without proper documentation for a university approved absence will be reduced based on the number of days it is submitted late (including weekends but not holidays). Specifically, quizzes and discussion posts will be reduced by 1 point per day. Assignments and each section of the exam will be reduced by 3 points if submitted 1-2 days late and 5 points if submitted 3-4 days late. Students with appropriate written documentation for an excused absence should contact me as soon as possible to schedule a new due date for missed assignments.

**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.