



EDHD 320, Section 0201: Course Syllabus

EDHD 320: Human Development through the Lifespan

Tuesdays & Thursdays 2:00-3:15pm

Benjamin Building (EDU) 2119

Fall, 2018

Instructor

Laura Jimenez Parra

Email

ljimene1@umd.edu

Office Location & Hours

EDU 0212 (basement):

Tuesdays 3:30-4:30pm or by
appointment

Course Description

This course will provide a topical overview of human development from conception through the end of life. We will cover fundamental topics of human development, including biological, cognitive, and socioemotional aspects of development through various contexts in infancy, childhood, adolescence and adulthood. The course will also emphasize developmental research methods through relevant research articles to provide a deeper understanding about human development.

Learning Outcomes

At the end of this course, you will be able to:

- Demonstrate knowledge of the basic theories, concepts and principles of human development
- Understand the biological, cognitive, and socioemotional aspects of development, as well as comprehend how these are interconnected through a person's lifetime
- Recognize how individual differences and diverse contexts influence development
- Become familiar with the basic research methodologies used to study human development
- Apply knowledge about development and course material to real world situations

Course Materials

Required Text

Readings for this course will be primarily from the following textbook:

Kuther, T. L. (2018). Lifespan Development in Context: A Topical Approach. Thousand Oaks, CA: Sage. ISBN: 9781544331607 (hardcover) or ISBN 9781544341576 (looseleaf + ebook access)

The textbook also has a helpful website with study guides and review materials, as well practice quizzes that can help you prepare for the exam.

Student Study Site: edge.sagepub.com/kuthertopical

There will also be some articles or chapters as part of the required weekly readings listed in course calendar. These readings are available on ELMS (elms.umd.edu).



Course Assignments and Assessments

Exams (MSGE): There will be three non-cumulative exams throughout the semester, two interim exams and one final exam. These exams will be mainly multiple choice and short-answer questions, although they may include some true/false and long-answer questions. They will cover course material from one of the three sections and topics from assigned readings.

Group Presentations (MSGE) Students will be randomly assigned to one of six groups to present a research article related to that week's topic. Guidelines for this assignment will be posted on ELMS and discussed in class.

Interview Project (MSGE): Students will interview one individual of their choice and complete a final project that demonstrates their understanding of concepts and aspects of development studied during the semester. You may choose to interview anyone of any age, however, if the individual you choose to write about is too young to interview (i.e. below 4 years old), you may interview the parent and ask questions about the child.

The purpose of this interview will be to address three (3) main themes or concepts of development reviewed in class that you find interesting (e.g., gender, identity, temperament, aging, etc.) and use these to guide your interview questions. Make sure to match the questions to a particular stage of development. For example, if you are interviewing an adolescent ensure that your questions and concepts refer to and are applicable to adolescence. Your interview should focus on the three aspects you select, and have at least 3 questions that target each of these concepts. You should have at least a total of 9 questions for your entire interview, but should not exceed more than 15 questions.

In order to help you plan for your interview project, you will need to bring your list of interview questions and a plan on how you will approach your final paper to class so your peers can provide edits and help **before** you complete your interview. You will hand in a copy of these interview questions to me as well. You need to protect your interviewee's anonymity and confidentiality, consequently you cannot provide any identifying information (i.e. names, relationship to you, if any). You cannot identify the person you're interviewing to the other students.

After the interview, you will write an essay relating your findings to the three concepts you chose, noting how your findings from the interview relate or not to theories, research findings, and examples we have discussed in class. Your essay should include references to the textbook and readings assigned in class. You can also bring in outside peer reviewed research articles you find to help you demonstrate a deeper understanding of these concepts of development. The essay should be 4-5 pages long, 12 point Times New Roman font, double-spaced and follow APA citation guidelines.

Discussion Board: Students will be expected to write **seven (7)** times throughout the semester on the discussion board on ELMS. You should write a brief one paragraph reaction to one of the assigned readings (either from the textbook or a research article) and provide a thoughtful discussion question regarding the reading. The reaction paragraph should NOT be a summary of the



EDHD 320, Section 0201: Course Syllabus

reading but your response and thoughts that came up when you were doing the reading. Further, discussion questions should not be clarification questions or questions that can be simply answered by the textbook such as “What occurs during early stages of pregnancy?” These questions should have more depth to them and show that you are thinking critically about the material. Questions may incorporate thoughts and concepts from past lectures but should focus on the week’s reading. I will select a couple of these questions to discuss with the class. Each discussion board posting is worth **10 points** and is **due the day before class by 8pm** to give me enough time to read over them and incorporate them in the lecture. You may post for any date you would like but be aware of how you distribute these postings. There will be no make-ups for these if you leave them all for the end of the semester and run out of weeks to post. However, your lowest score out of the seven will be dropped.

Class Activities: Three times throughout the semester, we will have a class activity that compares that will help you deepen your understanding of basic research methodologies used to study human development. You will read an assigned research article and discuss the pros and cons of the use different research methods. Guidelines for these assignments will be handed out and discussed during class.

Weekly readings: Even if you don’t write a discussion post for that week you are expected to come to class prepared, having done the readings assigned for that week. The majority of the readings will be from the textbook, but any additional readings will be posted on ELMS.

Grading:

Assignment	Possible Points	Weight
Exam 1	70	14%
Exam 2	70	14%
Final Exam	100	20%
Group Presentation	80	16%
Interview Project	90	18%
Discussion Board Posts - 10 points each x6	60	12%
Class Activities - 10 points each x 3	30	6%
Total	500	

Grades will be calculated by the amount of total points earned in the course.

A+ 98.00% - 100%	B+ 88.00% - 89.99%	C+ 78.00%-79.99%	D+ 68.00% - 69.99%
A 92.00% - 97.99%	B 82.00% - 87.99%	C 72.00% - 77.99%	D 62.00% - 67.99%
A- 90.00% - 91.99%	B- 80.00% - 81.99%	C- 70.00% - 71.99%	D- 60.00%-61.99%
			F 59.99% and below

Campus Policies



EDHD 320, Section 0201: Course Syllabus

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Class Policies

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 the Office of Accessibility and Disability Service 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,



EDHD 320, Section 0201: Course Syllabus

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.

Late Assignments and Make-up Exams: Essays will automatically be marked down one letter grade for each day that they are handed in late. Discussion board posts will not be accepted or counted after the time they are due. If you are not able to take an exam or meet the deadline for any MSGE, you MUST contact me well in advance before the exam date, except in case of an emergency. You must provide proper documentation for a university-approved excuse for your absence. Make-up exams will be provided at the discretion of the instructor and should be completed within 1 week of the scheduled exam.



EDHD 320, Section 0201: Course Syllabus

Course Expectations

Class Attendance and Participation: Class attendance is highly recommended and extremely important. Attending lectures will help students gain a deeper understanding of the material and access some information presented in the lecture that is not available in the textbook. Your participation also provides a richer learning environment for you and your classmates. In case of absence, you are responsible for receiving class notes and handouts from your classmates.

Cell phones and laptops: While you may use your computer to take notes, please limit your use of technology to course related material only during class. Laptops, however, will not be permitted during group presentations, class discussions or exams. Further, I expect you to be respectful and responsible with your use of cellphones and refrain from texting during class. If you have an urgent matter to attend to, please excuse yourself and return when you are ready.

Assignment submissions: Assignments, including your interview project, will be submitted through ELMS on the due date for that assignment. Emailed assignments or hard copies will only be accepted under extenuating circumstances that require special arrangements before the assignment is due.

Course Schedule

Date	Topic	Reading Due	Assignments Due
Section 1: Biological Development			
Week 1			
August 28 th	Course Overview		
August 30 th	Understanding Human Development: Approaches and Theories	Chapter 1	
Week 2			
Sept. 4 th	Biological and Environmental Foundations	Chapter 2 pp. 49-69	
Sept. 6 th	Prenatal Development	Chapter 2 pp. 69-86 (Goyal et al., 2010)	
Week 3			
Sept. 11 th	Physical Development and Aging	Chapter 3	
Sept. 13 th	Brain Development	Chapter 4 pp. 129-139	



EDHD 320, Section 0201: Course Syllabus

Date	Topic	Reading Due	Assignments Due
Week 4			
Sept. 18 th	Motor Development and Perception	Chapter 4 pp. 139-158 (Kretch & Adolph, 2013)	
Sept. 20 th	Health from Infancy to Adolescence	Chapter 5 pp. 163-180	
Week 5			
Sept. 25 th	Health in Adulthood	Chapter 5 pp. 180-197	
Sept 27 th	EXAM 1		
Section 2: Cognitive Development			
Week 6			
Oct. 2 nd	Piaget's Cognitive-Developmental Perspective	Chapter 6 pp. 203-226	
Oct 4 th	Vygotsky's Sociocultural Perspective	Chapter 6 pp. 226-236	Interview Project Plan Due
Week 7			
Oct. 9 th	Information Processing in Infancy and Childhood	Chapter 7 pp. 239-254 (Diamond & Lee, 2011)	
Oct. 11 th	Information Processing in Adolescence and Adulthood	Chapter 7 pp. 254-272	Group Presentation #1
Week 8			
Oct 16 th	Approaches to Intelligence	Chapter 8 pp. 277-295	
Oct 18 th	Group Differences and Intellectual Disabilities	Chapter 8 pp. 295-308	Group Presentation #2
Week 9			
Oct. 23 rd	Language Development	Chapter 9 pp. 313-333	
Oct. 25 th	Contextual Influences on Language Development	Chapter 9 pp. 333-342 (Krizman, 2016)	Group Presentation #3
Week 10			
Oct. 30 th	EXAM 2		
Nov. 1 st	Emotional Development	Chapter 10 pp. 350-369	



EDHD 320, Section 0201: Course Syllabus

Date	Topic	Reading Due	Assignments Due
Section 3: Socioemotional Development & Contexts of Development			
Week 11			
Nov. 6 th	Attachment and Temperament	Chapter 10 pp. 369-387 Attachment and the Growth of Love Video	
Nov 8 th	Self and Identity	Chapter 11 pp. 393-412	Group Presentation #4
Week 12			
Nov 13 th	Moral Development	Chapter 12	
Nov 15 th	Gender and Sexuality	Chapter 13 (Way et al., 2014)	Group Presentation #5
Week 13			
Nov 20 th	Social Relationships: Families	Chapter 14 pp. 505-53	Group Presentation #6
Nov 22 nd	Thanksgiving		
Week 14			
Nov 27 th	Peers and School	Chapter 14 &15 pp. 534-545;553-566	
Nov 29 th	Achievement and Work	Chapter 15 pp. 568-583 (Blair-Loy et al., 2015)	
Week 15			
Dec. 4 th	Death and Dying	Chapter 16	Interview Project Due
Dec. 6 th	Wrap-up Discussion		
December 15 th	Final Exam Time: 10:30am-12:30pm		