

**HUMAN DEVELOPMENT THROUGH THE LIFE SPAN
EDHD 320— SPRING 2018
UNIVERSITY OF MARYLAND**

Instructor: Dr. Jennie Lee-Kim
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Meets: TUES/THURS
Section **0101:** 9:30-10:45am
Section **0201:** 11:00-12:15pm
Room: EDU 1121

COURSE DESCRIPTION

EDHD 320 is the study of development spanning from birth through death. We will examine physical, cognitive, psychological and social developmental changes and continuity within the developing individual. In this course, there will also be a focus on the impact of culture on central concepts of human development.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Understand the central concepts and processes related to the study of lifespan development
2. Understand the relationships between physical, cognitive, psychological and social developmental changes for each phase of life
3. Identify and think critically about the nature of contextual and cultural influences on human development
4. Make relevant connections between theories, research and culture as applied to contemporary issues of human development

REQUIRED TEXTBOOK

Arnett, J. (2016). *Human Development* (2nd Ed.). Boston: Pearson. (ISBN: 9780205595266)

STUDENT EXPECTATIONS

1. Be on time to class and be prepared.
2. Be respectful to the instructor and to fellow students.
3. Be attentive and participate in class.

COURSE REQUIREMENTS

• **EXAMS* (300 PTS)**

There will be **3** exams. First two exams will be 125 points each. The third exam will be 50 points and take place online. The format of the exams will consist of multiple choice, true/false, and short answer questions covering course materials from readings, lectures, videos shown in class, in-class assignments, online assignments, and student presentations.

• **ARTICLE REVIEW PAPER* (75 PTS) + PRESENTATION* (40 PTS)**

Students will write a 5-page paper reviewing an assigned popular press article and an assigned research article on a topic related to one of the developmental periods covered in the course. Students will have the opportunity to choose the developmental period and topic through a sign-up process that will be based on a first come, first served basis. Based on sign-ups, students will present a brief review of the articles in groups of 3 students.

• **ONLINE REFLECTION ASSIGNMENT* (35 POINTS)**

Students will be asked to submit an online written reflection on the nature of continuity, change and impact of culture on developmental transitions from early childhood to emerging adulthood. More details will be provided in class.

• **IN-CLASS ASSIGNMENTS (50 POINTS)**

There will be 11 in-class assignments, each worth 5 points, throughout the semester. Some are scheduled in-class assignments (see course schedule) and some are unannounced. These may include online video reflections, reading quizzes, discussion questions, written assignments, presentation responses, etc. The lowest in-class assignment grade will be dropped.

- **EXTRA CREDIT**

Opportunities for extra credit will be provided during class activities and on exams. In-class extra credit opportunities are not subject to the make-up policy. Students must be present during class for extra credit opportunities offered *during* class time.

COURSE GRADES

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Grades will be based on the following:

Exams	300 points
Article Review Paper	75 points
Presentation	40 points
Online Reflection Assignment	35 points
<u>In-Class Assignments</u>	<u>50 points</u>
Total	500 points

Final course grades will be calculated based on the total number of points earned for all assessments in the course. Unless a calculation error has been made, final grades will not be changed. There are no exceptions to this policy.

Letter grades will be assigned based on the following total point accumulation:

A+ = 487.5–500	A = 462.5–487	A- = 447.5–462
B+ = 437.5–447	B = 412.5–437	B- = 397.5–412
C+ = 387.5–397	C = 362.5–387	C- = 347.5–362
D+ = 337.5–347	D = 312.5–337	D- = 297.5–312
<297.5 = F		

COURSE POLICIES

PLEASE SEE THE UNIVERSITY'S WEBSITE FOR ALL UNDERGRADUATE COURSE-RELATED POLICIES AT [HTTP://WWW.UGST.UMD.EDU/COURSERELATEDPOLICIES.HTML](http://www.ugst.umd.edu/courserelatedpolicies.html). BELOW ARE HIGHLIGHTED POLICIES.

- **CLASS ATTENDANCE, CLIMATE & ELECTRONICS POLICY**

Students are expected to attend and actively participate in each class except in the case of illness or an extenuating circumstance. If missing class, students are responsible for obtaining additional notes from a classmate.

Once class begins, students are expected to conduct themselves professionally. *Cell phones must be turned off and put away during class unless there is an extenuating circumstance. Laptops and tablets are permitted during class but should only be used for accomplishing class objectives such as taking notes or for discussion activities. Laptops will not be permitted on Presentation Dates. Students who disregard this policy will be asked to put away their devices and leave the class immediately resulting in an automatic zero for the in-class assignment for that day.* If this becomes a persistent issue in the class, then a no-technology policy will be instituted.

- **ACADEMIC INTEGRITY**

The University of Maryland, College Park has a student-administered Honor Code & Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. 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. 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). It is very important for you to be aware of the consequences of cheating,

fabrication, facilitation, and plagiarism. Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported immediately to the appropriate University officials.

To avoid any misunderstanding, all written papers and exams should include the student honor pledge statement handwritten or typed and signed by the student: *"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."*. Please note that not including the honor pledge does not excuse a student the consequences of violations of the code of academic integrity. Students are required to abide by the honor pledge in every assignment and test they are given.

- **STUDENTS WITH DISABILITIES**

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 (301.314.7682, or 301.405.7683 TTD) as soon as possible. **You must provide official documentation.**

- **RELIGIOUS OBSERVANCES**

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, *students must contact the instructor well in advance **before** the absence with a written notification of the projected absence* and documentation (when available), before arrangements will be made for make-up work or exams.

- **LATE ASSIGNMENT AND MAKE-UP EXAM POLICY**

All assignments are due on the assigned date and **DUE AT THE BEGINNING OF CLASS**. Emailed assignments will not be accepted unless prior arrangements have been made. Late assignments will automatically drop 1 full letter grade for each **day** the paper is turned in late. Students submitting late assignments must submit a hard copy to my mailbox, located in 3304 Benjamin Bldg. You must ask the receptionist for a date/time stamp for your paper to document when you submitted your paper, before placement in my mailbox. Please do not submit papers to my office. Likewise, students are expected to take **exams** on the assigned dates and times of the exam. Missed exams will result in zero credit for the exam.

Late Assignments and Make-up exams **will be considered** if students give prior notice of absence and provide required documentation for excused absences as outlined in the undergraduate catalog. Please see below for specific guidelines for missed classes and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their absence. *Make-up exams must be taken within 1 week of the original exam date.*

1. 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.

2. Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus with an asterisk. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care 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.

3. 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.

4. 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.

- **COURSE EVALUATION**

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 & learning at the University as well as to the tenure and promotion process. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the current semester. Please go 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 the summary reports of thousands of courses online at Testudo for which 70% or more students submitted their evaluations.

- **COPYRIGHT NOTICE**

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).

COURSE COMMUNICATION

- **COURSE EMAIL**

Emails (via canvas) will be sent out to the class in the event of possible class cancellations and/or important announcements relating to the class. Please check for emails prior to our class meeting time, particularly during inclement weather. Email is the best way to contact the instructor. Students are encouraged to email any questions related to the course.

- **CANVAS (ELMS)**

Important announcements, abbreviated lecture outlines (pdf format), class handouts, and grades will be accessible to students via Canvas. It is the student's responsibility to check regularly for updates.

SYLLABUS DISCLAIMER

As the instructor, I reserve the right to alter, modify, amend, or otherwise change this syllabus; however, I will try my best not to do so. If changes must be made, you will be notified of the changes in advance if possible.

COURSE SCHEDULE

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS for current deadlines. In the event of a university closing or cancelled class, adjustments to the course schedule, deadlines, and assignments may be made.

DATE	TOPIC/AGENDA	READING ASSIGNMENTS	ASSIGNMENT DUE
1/25	Course Introduction, Syllabus		
1/30	History, Theory & Research	Chapter 1: Sections 1-2	
2/1	Prenatal Development, Birth and Newborn Child <i>Presentation Sign-ups Begin (ELMS)</i>	Chapter 2: Sections 2-3; Chapter 3	In-Class #1 (See ELMS)
2/6	Infancy/Toddlerhood: Physical Development	Chapter 4: Section 1 Chapter 5: Section 1	
2/8	Infancy/Toddlerhood: Cognitive Development	Chapter 4: Section 2 Chapter 5: Section 2	
2/13	Infancy/Toddlerhood: Emotional and Social Development	Chapter 4: Section 3 Chapter 5: Section 3	
2/15	Early Childhood: Physical and Cognitive Development	Chapter 6: Sections 1-2	
2/20	Early Childhood: Emotional and Social Development	Chapter 6: Section 3	
2/22	Presentations I: Infancy/Toddlerhood & Early Childhood		Article Review Papers I* In-Class #3 Presentation Response
2/27	EXAM 1*		
3/1	Middle Childhood: Physical and Cognitive Development	Chapter 7: Sections 1-2	
3/6	Middle Childhood: Emotional and Social Development	Chapter 7: Section 3	
3/8	Adolescence: Physical and Cognitive Development	Chapter 8: Sections 1-2	In-Class #5 (See ELMS)
3/13	Adolescence: Emotional and Social Development	Chapter 8: Section 3	
3/15	Presentations II: Middle Childhood & Adolescence		Article Review Papers II* In-Class #6 Presentation Response
3/20-22	NO CLASS—SPRING BREAK		
3/27	Emerging/Young Adulthood: Physical and Cognitive Development	Chapter 9: Sections 1-2 Chapter 10: Sections 1-2	
3/29	Emerging/Young Adulthood: Emotional and Social Development	Chapter 9: Section 3 Chapter 10: Section 3	
4/3	Emerging/Young Adulthood: Emotional and Social Development –Continued		
4/5	ONLINE REFLECTION ASSIGNMENT* (NO CLASS)		Online Reflection #1 (ELMS)
4/10	Presentations III: Emerging/Young Adulthood		Article Review Papers III* In-Class #8 Presentation Response
4/12	EXAM 2*		
4/17	Middle Adulthood: Physical and Cognitive Development	Chapter 11: Sections 1-2	
4/19	Middle Adulthood: Emotional and Social Development	Chapter 11: Section 3	In-Class #9 (See ELMS)
4/24	Late Adulthood: Physical and Cognitive Development	Chapter 12: Sections 1-2	
4/26	Late Adulthood: Emotional and Social Development	Chapter 12: Section 3	
5/1	Death and Afterlife Beliefs	Chapter 13	
5/3	Presentations IV: Middle & Late Adulthood		Article Review Papers IV* In-Class #11 Presentation Response
5/8	Course Wrap-Up + Final Exam Info (Inclement Weather Make-up Date)		
5/10	NO CLASS—READING DAY		
TENTATIVE FINAL EXAM SCHEDULE: SECTION 0101: 9:30am—11:30am on MONDAY, MAY 14 th SECTION 0201: 11:00am—1:00pm on SATURDAY MAY 12 th			

*INDICATES MAJOR SCHEDULED GRADING EVENT (MSGE)