

EDHD 320: Human Development through the Lifespan
Section 0401
Fall 2016

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Office hours: Monday 12:00-1:00pm
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Class Time: Monday & Wednesday 9:00am – 10:15am
Classroom: 2119 Benjamin Building

Course Description: This course covers development across the lifespan from the prenatal period through the end of life. Physical, cognitive, social, and emotional development will be examined through the exploration of continuity and change within the developing individual. Theories of human development will be discussed to summarize the covered course material in the final weeks.

Required Text: Tara L. Kuther, 2016, *Lifespan Development Lives in Context*. Thousand Oaks, CA: SAGE Publications.
ISBN: 9781483368856
Student Study Site: edge.sagepub.com/kuther

Course Objectives:

At the end of the course students should be able to demonstrate:

- Knowledge of physical, social, cognitive, and emotional growth across the lifespan
- An understanding of how context influences development
- An understanding of how individual differences can influence developmental trajectories and outcomes;
- An understanding of major theories related to the study of human development
- Apply concepts related to human development to their own life and experience

Course Requirements

Major Graded Events:

Exams (45 points)

There will be 3 exams during the course of the semester, worth 15 points *each*. The exams will cover material from lectures, discussions, and assigned readings during that section of the course. **The exams will not be cumulative.** The format will consist of a combination of selected-response and short answer questions.

Midterm Reflection Paper (10 points)

Students will be required to submit a 3 page, double-spaced reflection paper, worth 10 points. The purpose of the reflection paper is to integrate concepts from class with empirical studies and real life situations. Reflection papers can discuss any topic presented in class. When turning in the reflection paper, please attach a copy of the empirical article that you discuss. Reflection papers that receive full credit will do the following (see Reflection Paper Rubric for the full assignment description):

1. Focus on one topic from the textbook or class discussion (2 points)
2. Briefly describe the methods and results from one relevant empirical study published in a scholarly journal (3 points)
 - a. **Contact the instructor for approval for your article.**
3. Discuss the relations between the class topic, the findings from the empirical study, and how the topic relates to a real life issue (3 points)
4. Cite the empirical study in APA format [see APA 6th Edition manual for details] (1 point)
7. Submit a copy of the empirical article (1 point)

Reflection Papers due in hard copy by the end of class on 10/17/2016.

Group Presentations (10 Points)

Students will be divided into groups of 5. Each group will be required to give a 10-minute presentation with a 5-minute question period following the presentation (Total: 15 minutes). All group members must be present and play an active role in the presentation. Presentations should discuss *one* of the issues covered in class, *one* empirical article relevant to the topic, and *one* of the theoretical frameworks covered in class. During other groups' presentations, students are expected to ask at least 1 question over the two presentation days. Students are also expected to submit two written questions about every other group's presentations. Presentations will be graded as follows (see Group Presentation Rubric for the full assignment description):

1. Presentation Grade (Applied to all members of the group): *5 Points*
2. Individual Grade
 - a. Group peer evaluations for contribution to your own group's presentation (*2 Points*)
 - b. Submission of your peer evaluations for your group (*1 Point*)
 - c. At least one oral question following other another group's presentation (*1 Point*)
 - d. Written submissions of two questions for all other groups' presentations (*1 Point*)

Final Examination Paper (25 Points)

Students will be required to submit a 6-7 page, double-spaced final paper, worth 25 points. The purpose of the final examination paper is to provide a comprehensive discussion of a topic covered in class. Papers should describe a topic covered in class, detail a theoretical framework for investigating that topic, explain 2 empirical studies related to that topic, and discuss how the topic is relevant to a real life situation. When turning in the final paper, please attach copies of the empirical articles that you discuss. Students are encouraged to make Final Examination Papers extensions of the Midterm Reflection Papers, but they can also be written on a completely new topic. Reflection papers that receive full credit will do the following (see Final Paper Rubric for the full assignment description):

1. Focus on one topic from the textbook or class discussion (2 points)
2. Describe a theoretical framework for investigating the topic (6 points)
3. Briefly describe the methods and results from two relevant empirical studies published in a scholarly journal (6 points)
 - a. **Contact the instructor for approval for your articles.**
4. Discuss the relations between the class topic, the findings from the empirical studies, and how the topic relates to a real life issue (4 points)
5. Describe how the findings do or do not support the chosen theoretical framework (5 points)
6. Cite the empirical studies in APA format [see APA 6th Edition manual for details] (1 points)
7. Submit a copy of the empirical articles (1 points)

Final Examination Papers are due in hard copy no later than [date/time]. I will be in the assigned classroom during the final exam period assigned to the course to collect the exams.

Minor Graded Events:

Classroom Participation (10 Points)

Throughout the semester, students are expected to come to class having read the material, and are expected to engage in classroom discussions. You can expect that the participation grade you are assigned will be based on:

1. Consistent participation in class
2. Engagement in classroom discussions
3. Contribution of unique perspective to class

Grading System:

Overall Course Percent	Final Grade
≥97%	A+
92%-96.99%	A
90%-91.99%	A-
87%-89.99%	B+
82%-86.99%	B
80%-81.99%	B-
77%-79.99%	C+
72%-76.99%	C
70%-71.99%	C-
67%-69.99%	D+
62%-66.99%	D
60%-61.99%	D-
<60%	F

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://www.studenthonorcouncil.umd.edu/whatis.html>. 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 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.

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 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 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.

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 Policy: Reflection paper grades will be reduced 5% points for each day they are late, including weekends and holidays (e.g., 1 day late = -5%, 3 days late = -15%). Per university policy, **FINAL PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

Technology Policy: Laptops and tablets will be allowed in class until they become an issue, at the sole discretion of the instructor. Phones should always be turned to silent and put away during class.

Extra Credit Policy: Extra credit assignments will be announced during certain class periods. Students must be present on the day the assignment is offered to be eligible for the extra credit. **NO OTHER EXTRA CREDIT WILL BE OFFERED.**

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

Class schedule: Fall 2016

Date	Topic	Required Readings	Due Dates and Notes
8/29	Understanding Human Development: Approaches	Chapter 1	
8/31	Understanding Human Development: Methods	Chapter 1	
9/5	NO CLASS (Labor Day)		
9/7	Physical Development in Infancy and Toddlerhood	Chapter 4	
9/12	Cognitive Development in Infancy and Toddlerhood	Chapter 5	
9/14	Special Topic: Language		*Groups will be assigned for group presentations
9/19	Socioemotional Development in Infancy and Toddlerhood	Chapter 6	
9/21	Special Topic: Attachment and Parenting		*The last 15-30 minutes of class will be a Q&A for Exam 1
9/26	Exam 1: Methods in Developmental Science, Infancy, and Toddlerhood		
9/28	Physical and Cognitive Development in Early Childhood	Chapter 7	
10/3	Special Topic: Social-Cognition and Theory of Mind		
10/5	Socioemotional Development in Early Childhood	Chapter 8	*Receive approval for midterm paper article
10/10	Special Topic: Morality		
10/12	Physical and Cognitive Development in Middle Childhood	Chapter 9	
10/17	Special Topic: Math and Reading		Reflection Paper 1 Due. Hard copy by the end of class.
10/19	Socioemotional	Chapter 10	*The last 15-30 minutes

	Development in Middle Childhood		of class will be a Q&A for Exam 2
10/24	Exam 2: Childhood		
10/26	Physical and Cognitive Development in Adolescence	Chapter 11	
10/31	Special Topic: Motivation		
11/2	Socioemotional Development in Adolescence	Chapter 12	
11/7	Special Topic: Personality, Identity, and Group Dynamics		
11/9	Physical and Cognitive Development in Adulthood	Chapter 13,15,17 (selected)	
11/14	Socioemotional Development in Adulthood	Chapter 14,16,18 (selected)	*The last 15-30 minutes of class will be a Q&A for Exam 3
11/16	Special Topic: End of life issues		*Receive approval for final paper articles
11/21	Exam 3: Adolescence and Adulthood		*Topics for group presentations must be finalized
11/23	NO CLASS (THANKSGIVING)		
11/28	Theory of Development: Skinner & Bandura	TBD	*Articles for group presentations must be finalized
11/30	Theories of Development: Piaget/Vygotsky	TBD	
12/5	Preparation for Presentations		*Theories for group presentations must be finalized
12/7	Presentation Day 1		
12/12	Presentation Day 2		
Final: TBD			Final Examination Paper due in hard copy by the end of the exam period. I will be in the assigned classroom to collect the papers.

Chapters and page numbers are from the Kuther (2016) textbook.