

EDHD 320: Human Development through the Life Span

Dr. Robert F. Marcus
Fall, 2016
Lecture:
Tuesday 4:15-7
JMZ 2206
Office hrs. Tu. & Thurs.
1-2 (by appt.)
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Section 0501

Course Description: Human Development through the Life Span is a basic survey course designed to introduce students to the biological, cognitive, psychological, and social development of human beings throughout the lifespan, from conception to death. Methodological and theoretical approaches to the scientific study of human development will be emphasized and the latest research in human development will be presented. Topics covered will include historical as well as contemporary perspectives on human development.

Required text: Sigelman, C.K., & Rider, E.A. (2015). *Life-span human development* (8th ed) Belmont CA: Thomson Wadsworth. Text chapter readings will be assigned for most classes.

Course objectives:

- 1) To gain a broad based knowledge of human development across the lifespan.
- 2) To understand the research methods and theoretical paradigms employed in the scientific study of human development.
- 3) To become familiar with both popular and professional literature in human development.

Examinations: There will be three examinations which will be given *online* at our elms site. The three examinations will consist of a 100-item multiple choice examination (worth 20% of your grade), a second 50-item examination (worth 20% of your grade), and a 100- item, non-cumulative final examination (worth 20% of your grade). Review sheets for examinations will be posted prior to examinations. All are **MSGE**.

Autobiography: Students will submit a ten page autobiography. This assignment has two main parts. The first is for you to choose three developmental themes from the text that are relevant to your life. The particular themes might, for example, be those such as friendships and peer relationships, parent-child relationships, physical development, or academic achievement and schooling. Other developmental themes are possible. Students will describe the developmental theme based on the text first. The second part is to describe your own development as compared with that theme. Further instructions and grading rubric will be distributed in class.

The autobiography will be worth 20% of your grade. This also is a **MSGE**.

Autobiography Due: Tuesday, November 15, in hard copy at class time.

Classwork: The remaining 20% of the course grade will be based on contribution to class discussion, on class work, and on scores on three quizzes. Students should not miss more than one class (unexcused) during the semester. Attendance in class refers to being in class for the full 3 hours of class. Lecture slides will be posted on Canvas two days following class. There will be three *online* quizzes at our Canvas site. Each quiz is a twenty-five items based on assigned chapters to that point in time.

Academic Dishonesty: It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, consult the undergraduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. I will not hesitate to bring matters of academic dishonesty before the appropriate authorities.

Students with Disabilities: If you are a student with a documented physical or learning disability from the Office of Disability Support Service on Campus, please contact me as soon as possible so that we can make arrangements for required accommodations.

Religious Observance: It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such observances. It is the student's responsibility to contact the instructor at least one week before the absence, at which time 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.**

Week 1

Class 1: Tuesday, August 30

**Introduction to Lifespan Human Development
Research in Human Development
Video: Research in Psychology**

Week 2

Class 2: Tuesday, September 6

**Differences in the quality of life over the lifespan
Theory in Human Development
Read: Ch 1. Understanding Life-Span Human Development
Ch 2. Theories of Human Development**

Week 3

Class 3: Tuesday, September 13

**Temperament and Its Contribution to Human Development
Getting Life off to a Good Start
Read: Ch. 3. Genes, Environment, and Development
and pages 352-354 on temperament
Ch. 4. Prenatal Development and Birth**

Week 4

Class 4: Tuesday, September 20

Current Knowledge about Health and Physical Development

Read: Ch.5. Body, Brain, & Health

**** Examination One (Online: 100 items, multiple choice)**

Week 5

Class 5: Tuesday, September 27

Sensory-Perceptual Development

Cognitive Development

Read: Ch. 6. Sensation, Perception, and Action

Read: Ch. 7. Cognition

Video: Cognitive Development

Week 6

Class 6: Tuesday, October 4

Memory and Information Processing

Intelligence (IQ)

Read: Ch. 8. Memory and Information Processing

Read: Ch. 9. Intelligence and Creativity

Week 7

Class 7: Tuesday, October 11

Class Cancelled

Week 8

Class 8: Tuesday, October 18

Intelligence (Emotional Intelligence)

Video: Dan Goleman, “Emotional Intelligence”

Education and Achievement

Read: Ch. 10. Language and Education

****Examination Two (Online: 100 item, multiple-choice)**

Week 9

Class 9: Tuesday, October 25

Self Development

Personality Development: the “Big Five”

Special Topics in Personality Development

1) Happiness

2) Narcissism

Read: Ch. 11. Self and Personality

Week 10

Class 10: Tuesday, November 1

Gender Differences and Gender Roles

Moral Judgment

The Development of Violence and Antisocial Behavior

Read: Ch. 12. Gender Roles and Sexuality

Read: Ch. 13. Social Cognition and Moral Development

Week 11

Class 11: Tuesday, November 8

Attachment in Infancy and Later Romantic Attachments

Read: Ch. 14. Emotions, Attachment and Social Relationships

Read: Ch. 15. The Family

Peer Relationships and Friendships

Video: "The In-Crowd"

Changes in Family and Parent-Child Relationships

Week 12:

Class 12: Tuesday, November 15

Video: "Out of the Shadows"

Abnormality in Lifespan Human Development: Depression

Read: Ch. 16. Developmental Psychopathology

**** Due: Autobiographies- at class time in hard copy**

Week 13: Tuesday, November 22-

Class Cancelled

Week 14

Class 13: Tuesday, November 29

Death & Dying

Read: Ch 17, The Final Challenge: Death & Dying

Week 15

Class 14: Tuesday, December 6

Developmental Trends in Human Development

Major Themes in Human Development

****Final Examination: **Online: 100 item multiple choice; given during finals week**