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.


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, two 75-item multiple choice examinations (worth 30% of grade each), and a final examination (non-cumulative) of 100 items (worth 30% of grade). Extra credit assignments may be available.

Classwork: The remaining 10% of the course grade will be based on contribution to class discussion and in class work. Students should not miss more than three classes (unexcused) during the semester. Lecture slides will be posted on Canvas on the day following class. Review sheets for exams will be posted prior to exam day. There will be 2 online, 20 item quizzes on assigned chapters, with grades contributing to classwork.

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, September 3  
Introduction to Lifespan Human Development

Class 2: Thursday, September 5: Class cancelled

**Week 2**

Class 3: Tuesday, September 10  
Differences in the quality of life over the lifespan  
Read: Ch 1. Understanding Life-Span Human Development

Class 4: Thursday, September 12  
Research in Human Development  
Video: Research in Psychology

**Week 3**

Class 5: Tuesday, September 17  
Theory in Human Development  
Ch 2. Theories of Human Development

Class 6: Thursday, September 19  
Temperament and Its Contribution to Human Development  
Read: Ch. 3. Genes, Environment, and Development  
and pages 352-354 on temperament

**Week 4**

Class 7: Tuesday, September 24  
Getting Life off to a Good Start  
Ch. 4. Prenatal Development and Birth

Class 8: Thursday, September 26  
Current Knowledge about Health and Physical Development  
Read: Ch.5. Health and Physical Development

**Week 5**

Class 9: Tuesday, October 1  
** Examination One (75 item multiple choice)**
Class 10: Thursday, October 3
   Aging and Sensory-Perceptual Development
   Read: Ch. 6. Sensation, Perception, and Attention

Week 6

Class 11: Tuesday, October 8
   Cognitive Development
   Read: Ch. 7. Cognition
   Video: Cognitive Development

Class 12: Thursday, October 10
   Memory and Information Processing
   Read: Ch. 8. Memory and Information Processing

Week 7

Class 13: Tuesday, October 15
   Intelligence (IQ)
   Read: Ch. 9. Intelligence and Creativity

Class 14: Thursday, October 17
   Intelligence (Emotional Intelligence)
   Read: Ch. 10. Language and Education
   Video: Dan Goleman, “Emotional Intelligence”

Week 8

Class 15: Tuesday, October 22
   **Examination Two (75 item, multiple-choice)

Class 16: Thursday, October 24
   Self Development
   Read: Ch. 11. Self and Personality

Week 9

Class 17: Tuesday, October 29
   Personality Development: the “Big Five”

Class 18: Thursday, October 31
   Special Topics in Personality Development
   1) Happiness
   2) Narcissism
Week 10

Class 19: Tuesday, November 5
  Gender Differences and Roles
  Read: Ch. 12. Gender Roles and Sexuality

Class 20: Thursday, November 7
  Moral Judgment
  Read: Ch. 13. Social Cognition and Moral Development

Week 11

Class 21: Tuesday, November 12
  Moral Emotions

Class 22: Thursday, November 14
  The Development of Violence and Antisocial Behavior (Part 1)

Week 12

Class 23 Tuesday, November 19
  The Development of Violence and Antisocial Behavior (Part 2)

Class 24 Thursday, November 21
  Attachment in Infancy and Later Romantic Attachments
  Read: Ch. 14. Attachment and Social Relationship

Week 13

Class 25 Tuesday, November 26
  Peer Relationships and Friendships

Thanksgiving Recess- November 28

Week 14

Class 26 Thursday, December 3
  Changes in Family and Parent-Child Relationships
  Read: Ch. 15. The Family

Class 27 Tuesday, December 5
  Abnormality in Lifespan Human Development: Depression
  Read: Ch. 16. Developmental Psychopathology
Week 15

Class 28: Tuesday, December 10
Death and Dying
Read: Ch 17. The Final Challenge: Death & Dying

Class 29: Thursday, December 12
Developmental Trends in Human Development
Major Themes in Human Development

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