EDHD 320: Human Development through the Life Span

Dr. Robert F. Marcus
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Lecture:
Tu. & Thur. 2-3:15
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Section 0301

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 and Quizzes: 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.
There are also three quizzes given online at our elms site. They will count toward the student’s classwork grade.

Autobiography: Students will submit a ten page autobiography. This assignment has two main goals. 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 first based on Sigelman & Rider. 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: Class 26, Thursday, April 30 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 three classes (unexcused) during the semester. Lecture slides will be posted on Canvas two days following class. There will be three online quizzes at our Canvas site. Each quiz consists of twenty-five items on assigned chapters to that point in time. It is important that students keep up with the reading assignments when given, both for reasons of class participation and quiz scores.

**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, January 27  
Introduction to Lifespan Human Development

**Class 2:** Thursday, January 29  
Differences in the quality of life over the lifespan  
Read: Ch. 1. Understanding Life-Span Human Development

**Week 2**

**Class 3:** Tuesday, February 3  
Research in Human Development  
Video: Research in Psychology

**Class 4:** Thursday, February 5  
Theories of Human Development  
Ch. 2. Theories of Human Development

**Week 3**

**Class 5:** Tuesday, February 10  
Temperament and Its Contribution to Human Development  
Read: Ch. 3. Genes, Environment, and Development  
and pages 352-354 on temperament
Class 6: Thursday, February 12
Getting Life off to a Good Start
Ch. 4. Prenatal Development and Birth

Week 4
Class 7: Tuesday, February 17
Current Knowledge about Health and Physical Development
Read: Ch.5. Body, Brain, & Health

Class 8 Thursday, February 19: No Class
** Examination One, given online at our elms site, 100-item multiple choice

Week 5
Class 9: Tuesday, February 24
Aging and Sensory-Perceptual Development
Read: Ch. 6. Sensation, Perception, and Action

Class 10: Thursday, February 26
Cognitive Development
Read: Ch. 7. Cognition
Video: Cognitive Development

Week 6
Class 11: Tuesday, March 3
Memory and Information Processing
Read: Ch. 8. Memory and Information Processing

Class 12: Thursday, March 5
Intelligence (IQ)
Read: Ch. 9. Intelligence and Creativity

Week 7
Class 13: Tuesday, March 10
Intelligence (Emotional Intelligence)
Video: Dan Goleman, “Emotional Intelligence”

Class 14: Thursday, March 12
Education and Achievement
Read: Ch. 10. Language and Education
Week 8- March 14-21
** Spring Break

Week 9:

Class 15: Tuesday, March 24: No Class
  **Examination Two, given online at our elms site (50- item, multiple-choice)

Class 16: Thursday, March 26
  Self Development
  Read: Ch. 11. Self and Personality

Week 10

Class 17: Tuesday, March 31
  Personality Development: the “Big Five”

Class 18: Thursday, April 2
  Special Topics in Personality Development
  1) Happiness
  2) Narcissism

Week 11

Class 19: April 7
  Gender Differences and Gender Roles
  Read: Ch. 12. Gender Roles and Sexuality

Class 20: April 9
  Moral Judgment
  Read: Ch. 13. Social Cognition and Moral Development

Week 12

Class 21: April 14
  The Development of Violence and Antisocial Behavior (Part 1)

Class 22: April 16
  Attachment in Infancy and Later Romantic Attachments
  Read: Ch. 14. Attachment and Social Relationship
Week 13
Class 23: April 21
   Peer Relationships and Friendships

Class 24: April 23
   Video: “The In-Crowd”

Week 14
Class 25: Tuesday, April 28
   Changes in Family and Parent-Child Relationships
   Read: Ch. 15. The Family

Class 26: Thursday, April 30
   Abnormality in Lifespan Human Development: Depression
   Read: Ch. 16. Developmental Psychopathology
   ** Due: Autobiography

Week 15
Class 27: Tuesday, May 5
   Death and Dying
   Read: Ch 17. The Final Challenge: Death & Dying

Class 28: Thursday, May 7
   Developmental Trends in Human Development
   Major Themes in Human Development

Week 16
Class 29: Open

**Final Examination:** **100 item multiple choice given online** at our elms site during finals week May 14- May 20.