UNIVERSITY OF DELAWARE

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCES

**HDFS 201: LIFE SPAN DEVELOPMENT**

**Fall 2018**

**Sections 10 and 80**

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**COURSE DESCRIPTION**

Exploration and understanding of the social, emotional, cognitive and physical development of the individual from infancy through old age in the context of the family.

One of the most basic facts of human experience is that we, as people, change with the passage of time. There are changes in physical growth and appearance, motor skills, perception, thinking, language, morality, spirituality, social relationships, and roles, among others. Changes tend to be associated with differences in chronological age, but age neither explains nor determines development. Though we all share basic characteristics with other people, we differ from one another. What explains our unique developmental pathways? Sometimes life seems awfully complex. Yet, there are many aspects of development that are predictable. The development of an individual, from a single fertilized egg through delivery, infancy, childhood, adolescence and adulthood is typically characterized by an orderly progression in the physical, intellectual, and socio-emotional realms. The study of the life span is important because each of us and every other living person is continually in the process of development in the context of other developing persons, families and communities. By learning about the characteristics of development and developmental processes we can apply our understanding to where we are individually and in interpersonal and intergenerational relationships. This course integrates scientific theories, research data and personal insights and experiences in order to study the life span in an academically rigorous, yet personally meaningful context.

**DEFINITIONS**

**LIFE SPAN** The period of time during which an organism remains alive under normal or optimum conditions...

**DEVELOPMENT** 1) the act, process, or result of developing

 2) the state of being developed

**DEVELOP** 1) a: to set forth or make clear by degrees or in detail: expound

 b: to make visible or manifest....

 c: to elaborate in the theme

 2) to work out the possibilities of

 3) a: To make active or promote the growth of

 b: to make available or usable

 4) a: to cause to unfold gradually

 b: to expand by a process of growth

 c: to cause to grow and differentiate along lines natural to its kind

 d: to have unfold or differentiae within one

 5) to acquire gradually

 a: to go through a process of natural growth, differentiation

 or evolution by successive changes

 b: to become gradually manifest

 c: to come into being gradually

 Also: TURN OUT.

**COURSE OBJECTIVES**

**This course will:**

1. Challenge you to clarify the application of developmental principles to interpersonal relationships and encourage you to use these principles and empirical skills as a reflective practitioner to assist you in your own relationships with others in varying developmental stages.

 2. Provide you with a foundation of a) vocabulary, b) factual knowledge, and c) principles relating to the developmental process so that you will be able to recognize and evaluate aspects of development in professional terms.

3. Stimulate higher-order cognitive processes of synthesis, analysis, evaluation and application in regard to developmental processes.

4. Assist you in developing skills necessary to understand and explain theories and research evidence in the field of human development. You will come to understand how knowledge in the field of lifespan development is constructed and evaluated.

**By the completion of this course you should be able to:**

1. Describe the life span as an ongoing developmental set of processes, involving both continuity and change, by giving examples from the literature, including physical, perceptual, social, cognitive, moral, spiritual, gender and personality development.

2. Recognize and explain important developmental concepts, and be able to analyze and apply these concepts in appropriate contexts.

3. Demonstrate knowledge of how persons develop and conditions that support the holistic development of all people from birth through the life span.

4. Analyze different developmental events from the perspectives of major theories of development: including psychoanalytic, learning, cognitive, ethological, contextual and systems theories, and recognize those theories when used by others to analyze developmental events.

5. Understand how theories and research contribute to the study of life span development.

6. Demonstrate knowledge of how persons differ in their development and approaches to supporting the unique developmental pathways of individuals.

7. Analyze and describe different factors that influence the developmental trajectory from conception to death.

8. Apply knowledge of cultural and environmental diversity and the significance of socio-cultural contexts for development and recognize that individuals are best understood in the contexts of family, culture, society, and history. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

9. Apply knowledge of human development to different developmental contexts as a scholar, a problem solver, and as a partner in facilitating the development of others.

**TEXTBOOK and Digital Access**

One or more of the materials required for this course are being automatically delivered to you in a digital format. After add/drop, you will receive a charge in the amount of $76.80 on your University account to cover the cost of these materials. Print copies are available for purchase at the Barnes and Noble UD Bookstore for an **additional** cost of $26.65.

**Course Materials**

This course is participating in University of Delaware’s Digital Delivery Program. We will be using McGraw-Hill’s Connect platform for your eBook and access to required assignments. The text within Connect is: *Santrock,* *A Topical Approach to Lifespan Development, 9e.* **Important note: You must register for Connect by the add/drop date of September 11, 2018.**  As a best practice, please do this on the first day of class. Please go to this link to register: <http://connect.mheducation.com/class/r-palkovitz-hdfs-201---fall-2018---010--080>**.**  You do not need to purchase any additional materials for this course unless an optional loose-leaf book is desired. A discounted loose-leaf book is available for purchase through the University bookstore for students participating in Digital Delivery.

**Digital Delivery Program:**

* Through Digital Delivery, every student receives access to Connect/ebook one week before the start of the semester
* You will receive an automatic charge on your University Account after add/drop for the heavily discounted cost of Connect, unless you opt out of Digital Delivery or drop the class by the add/drop date
* If you opt out of Digital Delivery or drop the class by add/drop, you will not receive a charge on your University Account and your Connect/eBook access will be deactivated
* Notification of Digital Delivery is on the bookstore website for each course/section and you will receive an email from the bookstore on the first day of class

**What does it mean to opt out?**

* You have the option to opt out of the Digital Delivery Program and Connect up until the add/drop date of **September 11, 2018**. You can do this by replying to the email the bookstore sends you on the first day of class
* By opting out, you will not receive a charge on your University Account and your access to Connect/eBook will be disabled after add/drop date
* You will then need to purchase course materials/Connect elsewhere at the full price
* **PLEASE NOTE: If you opt out of Digital Delivery, you ARE NOT eligible to purchase the discounted Loose-Leaf text that is available in the UD Bookstore**

**Connect Technical Requirements and Support**

Please review the following information from McGraw-Hill Higher Education before you begin any assignments in *Connect*.

* **Run a system check**: To have a successful experience in *Connect*, you will need to ensure that your computer's system meets the requirements needed to access and run your assignments (e.g.: operating system, browsers, plug-ins).  It is strongly recommended that you troubleshoot your computer at least once a week, and before every test, to be sure that you will be able to complete the required exercises.  Click on the following link to learn how to troubleshoot *Connect* and what the computer requirements are: <http://connect.mheducation.com/connect/troubleshoot.do>
* **Get support**: Connect has a Customer Experience Group (CXG) Support Center where you can connect with a tech specialist via chat, phone, or email. Click on this link to access the online support center: <https://mhedu.force.com/CXG/s/ContactUs>

If you have problems with registration or technical difficulties while completing assignments, contact CXG. **I am not tech support!** Every time you speak with a representative, you will receive a case/ticket number for reference. Be sure to keep this number so that you can easily check up on the status of any unresolved problems and also to share with me if required.

**800-331-5094 (toll-free)**

Sun: 12pm - 12am
Mon-Thurs: 24 hours
Fri: 12 am - 9pm
Sat: 10am - 8pm
(All in US Eastern Time)

 **Technical Problem Resolution Procedure**

**If you experience technical difficulties while completing an online assignment, follow the procedures as outlined below.**

1. **Take a screen shot:** Take a screen shot/Print Screen of the monitor when the problem occurs. Save as a .pdf or .jpg file.
2. **Contact technical support:** Make sure you give a complete description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This may include:
	* course name/reference number and/or instructor name
	* operating system, Internet browser, and/or Internet service provider (ISP) information
	* Print Screen file
	* your contact information
3. **Send a message to your instructor to notify him/her of the problem**: Include all pertinent information of the incident (as listed above).  You must provide the ticket/case number that you receive from technical support. This ticket provides proof of the time and date you tried to submit an online assignment.  Any notifications that do not include this ticket/case number will be invalid.
4. **Follow up:** If you do not hear back from the technical support within a timely manner (less than 48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**COURSE REQUIREMENTS**

1. Three scheduled exams based on assigned readings and class activities. The first two exams each account for approximately 25 percent of your course grade. The third exam, scheduled by the university, DURING FINALS WEEK, is worth 33%. Exam dates are listed on the course schedule. The Final exam will focus primarily on course content covered in the final 1/3 of the semester, but a portion will cumulatively cover major developmental principles, theories or constructs.
2. Written assignment detailing developmental processes in practical application. Details available on the resources page, and submittable on the assignments page under “Written Assignment.” 50 points total, approximately Approximately of total course grade. **DUE 11-29-18 at 9 am.** There is a 3 point automatic deduction for each 24-hour period for late papers. NO papers will be accepted after 12-11-16 at 11:59am without documentation of excused absences from your College Dean’s Office.
3. Total of 19 LearnSmart Reading Assignments due at 9 am on the day of class they are assigned for. These assignments will be done through McGraw Hill Connect and accessed via the web address noted above. These assignments are based on progress through the study modules. Whatever percentage of the module is completed at 9 am on the due date, will be reflected with 100% completion equaling 5 points. At the completion of the semester, a maximum of 75 LearnSmart Reading Assignment points can be counted toward your final course grade. (Example 1: if you did the first 15 assignments to full completion and submitted them on time, you would have maximized the LearnSmart portion of your grade: 15 x 5 = 75. Example 2: you did all 19 of your LearnSmart Reading Assignments, but only scored 4 points on each one. 19 x 4 = 76. 75 points maximum allowed, you still get 75 points. Example 3: you do 15 of the assignments on time, skipping 4, and their point values vary, but the total is 70 points. Your LearnSmart Score for the semester is 70). **Please note, when working on these assignments, the system registers your progress only upon 100% completion prior to 9 am of the due date or when you log out**. **Meaning, if you start the assignment at 8:45 pm on the due date and do not complete the assignment and also do not log out, the system will register no progress in this assignment. Regardless of your progress, be sure to log out before 9 am on the due date to capture your progress.** This will give you the appropriate credit for your progress prior to the due date.

**COURSE POLICIES**

1. Course attendance and participation – students are expected to attend all class meetings, and to constructively participate in in-class activities and read the book in its entirety. It is expected that you read assignments prior to class so that class time is used to expand on the written material. If you do not attend, you will miss many important aspects of the course, and your contributions to discussions and in-class activities will be missed as well. There is a strong relationship between "showing up" and positive, personal development of scholarship skills. Much of the material covered in the book provides details and examples of important constructs that cannot be covered in the class sessions due to limited time. The class sessions are designed as integrative enrichment sessions that build on background established in the book. If you miss class you are responsible to get notes from a classmate and to review those notes. The instructor or the TA will not supply slides or notes from missed sessions. I am intentionally NOT using UDCapture this semester.
2. Please silence all cell phones, and limit use of electronic devices to class-related activities (i.e., use of computers and note taking devices is fine, please don’t use them for social media, or surfing or use your phones for texting during class- you know you do it… *but you only think you can multi-task. Research states otherwise…), and limit in class conversations to whole-class or structured group discussions.* Once you come in to the classroom, please do not leave during class except for emergencies. Thanks. All of these policies are designed to reduce the distraction level in a large class.
3. Make-up Policy – make-up exams will be given for excused absences if students notify the instructor ***prior to*** the excused absence, or if notification is received by the instructor within a reasonable time of a legitimate emergency absence. There are no make-ups for unscheduled in class quizzes, even if you are “just late” to class or were “out” during the quiz.
4. Assignments are due on time on posted due dates. Plan accordingly and allow time to get the materials submitted and time stamped by the CANVAS dropbox system prior to the deadline. Technological glitches often occur, but they are not legitimate excuses for late submission. The written assignment carries an automatic 3-point deduction per 24 hours late up to a maximum of 10 days late, after which, no papers will be accepted.
5. Honor Code – It is expected that all work for this course will be conducted in a manner consistent with the University’s policies on Academic Honesty. Any infractions will be dealt with according to the rules of the University. In completing the written assignment, students should give written acknowledgement (citation) to intellectual contributions of others, including works cited in the body of the paper. If direct quotes are used, quotation marks and full citation is required. During exams, there is to be no talking, no looking at others’ exam papers, and all electronic devices are to be turned OFF (not just silenced).
6. Extra credit- there is NO extra credit for this course. All grades are calculated by summing points across the 3 exams, the paper and all other graded assignments or assessments, and the total score is compared to posted course grading scales, which develop during the progress of the course.

**GRADING**

Each point earned in the course counts equally in the calculation of the final course grade. After each exam students will know how many points they received and the corresponding grade cut off (grade equivalents for points will be posted after each exam).

The grading scale is applied uniformly to all students. I understand that grades are important to you and that you expend considerable effort to achieve good grades. Grades are not awarded for effort, however. ***Grades are earned based on total course points received, and are non-negotiable.***

You can track your course standing using the following scale, throughout the semester as grade cut-offs are available.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | LearnSmart Reading Assignments | Exam 1 | Exam 2 | WrittenAssignment | Final Exam | Course Total |
| Points Possible | 75 Maximum out of 95 possible | 75 | 75 | 50 | 100 | 375 |
| A | 69 |  |  | 46& up |  |  |
| A- | 68 |  |  | 45 |  |  |
| B+ | 67 |  |  | 44 |  |  |
| B | 61-66 |  |  | 41-43 |  |  |
| B- | 60 |  |  | 40 |  |  |
| C+ | 59 |  |  | 39 |  |  |
| C | 53-58 |  |  | 36-38 |  |  |
| C- | 50-52 |  |  | 35 |  |  |
| D+ | 49 |  |  | 34 |  |  |
| D | 39-48 |  |  | 27-33 |  |  |
| D- | 38 |  |  | 26 |  |  |
| F | 37 & down | 37 & down | 37 & down | 25 & down | 50 & down | 186 &down |
| Your points |  |  |  |  |  |  |

**HDFS201- sections 10 & 80 course schedule Spring 2017**

**All graded elements appear in red**

**Major graded elements highlighted in blue**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class****#** | **Date** |  | **Topic** | **Reading Assignment** |
| 1 | 8-28 TU | ***Systems*** and developmental overview in applied perspectivesHuman development in context***What is Development?***Course Expectations and requirements | --- |
| 2 | 28-30 TH | Understanding Key Concepts of Human Development and How They are Studied***Quantitative & Qualitative Lenses******The Developmental Manifesto***  | Chapter 1 |
| 3 | 9-4 TU | Basic Developmental Research Methods***Science is NOT Objective****LearnSmart Reading Assignment Due:* *Chapter 1, Principles of Development* | Chapter 1 |
| 4 | 9-6 TH | Theories of Development***Lifecourse Approaches to Development****LearnSmart Reading Assignment Due:* *Chapter 1, Research & Theories* | Chapter 1 |
| 5 | 9-11 TU | Resource TheoryGene Environment Interactions in Human Development***Reaction Ranges****LearnSmart Reading Assignment Due:* *Chapter 2, Biological Beginnings* | Chapter 2 |
| 6 | 9-13 TH | Prenatal Development and Birth***Rituals and Culture*** | Chapter 2 |
| 7 | 9-18 TU | Timing, Dose, Duration and Development***Equipotential and Multipotential******Development is Probabilistic, NOT Deterministic***Early Brain Development*LearnSmart Reading Assignment Due:* *Chapter 3, Physical Development & Biological Aging* | Chapter 3 |
| 8 | 9-20 TH | Body, Brain & Health ***Biological and Social Interfaces***Basics of Successful Aging-  | Chapter 3 |
| 9 | 9-25 TU | Life Expectancy and Life Span***Successful Aging***Health & Development*LearnSmart Reading Assignment Due:* *Chapter 4, Health* | Chapter 4 |
| 10 | 9-29 TH | ***Ordinary Magic***DementiaCatch-up, Integration & Review Chapters 1-4 |  |
|  |  **10-2 TU** | **Exam 1** | **Chapters 1- 4** |
| 11 | 10-4 TH | Sensation, Perception & DevelopmentThe Visual System***Social Referencing****LearnSmart Reading Assignment Due:* *Chapter 5: Sensory & perceptual development* | Chapter 5 |
| 12 | 10-9 TU | Sensation, Perception & Development continuedAudition, Olfaction, Gustation & Touch*LearnSmart Reading Assignment Due:* *Chapter 5: Motor development* | Chapter 5 |
| 13 | 10-11 TH | Perceptual Wrap-upCognition and Development- Piagetian Perspectives***The Importance of Early Training & Lenses****LearnSmart Reading Assignment Due:* *Chapter 6, Cognitive development approaches* | Chapter 6 |
| 14 |  10-16 TU | Changes in Cognition Over TimePiaget’s StagesVygotsky | Chapter 6 |  |  |
| 15 |  10-18 TH | Postformal ThinkingMemory & Information Processing***Development as Adaptation, as problem solving and as resource management. Executive function.****LearnSmart Reading Assignment Due:* *Chapter 7, Information processing*  | Chapter 7 |
| 16 | 10-23 TU | Language and Education***Class, Culture and Life Opportunities****LearnSmart Reading Assignment Due:* *Chapter 9, Language development* | Chapter 9 |
| 17 |  10-25 TH | Language and DevelopmentEmotions and Attachment***The Emotional Bank Account*** *LearnSmart Reading Assignment Due:* *Chapter 10, Emotional development and attachment* | Chapter 10 |
| 18 | 10-130 TU | Development of the Self & PersonalityErikson and Levinson***Stability & Change/ Continuity & Discontinuity****LearnSmart Reading Assignment Due:* *Chapter 11, The self, identity, and personality* | Chapter 11 |
|  | **11-1 TH** | **Exam 2** | **Chapter 5, 6, 7, 9, 10 & 11** |
| 19 | 11-8 TH | Diversity in DevelopmentGender Development & Sexuality***Parenting and Child Wellbeing****LearnSmart Reading Assignment Due:* *Chapter 12, Gender & sexuality* | Chapter 12 |
| 20 | 11-13 TU | Social Cognition & Morality*LearnSmart Reading Assignment Due:* *Chapter 13, Moral development* | Chapter 13 |
| 21 | 11-15 TH | Development of Spirituality and Faith***Faith and Science Friction****LearnSmart Reading Assignment Due:* *Chapter 13, Development of spirituality* | Chapter 13 |
|  |  | THANKSGIVING BREAK |  |
| 22 | 11-27 TU | The Family ***Family Systems Theory******Fathering for Life****LearnSmart Reading Assignment Due:* *Chapter 14, Families, lifestyles and parenting* | Chapter 14 |
| 23 | 11-29 TH | ***Written Assignment Due via CANVAS***Social Relations Across Life***Intergenerational Relationships and Development****LearnSmart Reading Assignment Due:* *Chapter 15: Social relations* | Chapter 15 |
| 24 | 12-4 TU | Developmental Psychopathology, Risk & Resilience***Criteria for Wellbeing- Who Decides??*?***LearnSmart Reading Assignment Due:* *Chapter 16, Schools, achievement & work* | Chapter 16 |
| 25 | 12-6 TH | Death, Dying, Grieving & Development***Facilitating development across the lifespan:***Integration across the course, application and review*LearnSmart Reading Assignment Due:* *Chapter 17, Death, dying & grieving* | Chapter 17 |
|  | **Finals week** | **Exam 3**  | **Chapters 12-17 and cumulative section** |
|  |  |  |  |