HUMAN DEVELOPMENT ACROSS THE LIFESPAN

Fall 2010

Instructor: Jillian Sise
University of West Florida
E-mail: jms81@students.uwf.edu

Course Prefix/Number: DEP2004 – Reference number: 0506

Course Title: Human Development Across the Lifespan

Course Credit Hours: 3 credit hours, fully online class

Texts:

Office Hours: By appointment for face-to-face or email at anytime (jms81@students.uwf.edu)

Course Description: Lifespan developmental psychology is a study of how and why people change over time as well as how and why they remain the same from conception through the aging process. The course is presented through three perspectives: physical, cognitive, and psychosocial. Emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. The impact of ethnic, gender, and cultural factors on development will be examined.

Approach to the Course: I am ecstatic that you have chosen to enroll in the online section of Human Development Across the Lifespan. We have a great semester ahead, and there are many exciting topics to cover throughout the class. An online class
requires a great sense of commitment to the material and time management skills, so make sure that you are ready to embark on this exciting journey of the study of the human lifespan!

Course Catalog Description: Survey of major themes and recent findings in the area of human development across the life span. Emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. The impact of ethnic, gender, and cultural factors on development will be examined. (General Studies Course: SS/BEH)

Nature of the Course and Course Topics: Human Development Across the Lifespan is presented with an interdisciplinary perspective, focusing on physical, psychological, and sociological aspects of development throughout the lifespan. Lifespan objectives are emphasized. These objectives concern development as a lifelong process, with multiple determinants of change and, correspondingly, multiple alternatives for change.

The study of human development:
- Biological foundations
- Tools for exploring the world
- Emergence of thought and language: Language.
- Entering the Social world
- School-age children and adolescents
- Expanding social horizons
- Rites of passage
- Moving into the adult social world
- Becoming an adult
- Being with others
- Work and leisure
- Making it in midlife
- Late adulthood
- Social aspects of later life
- Final passage

STUDENT LEARNING OUTCOMES
At the conclusion of the course, students should be able to:
- Describe key lifespan concepts and theories within diverse cultures.
- Demonstrate knowledge of the scientific method, research designs, and typical lifespan studies.
- Explain the nature x nature interaction, including single and multiple gene effects, range of genotypic and phenotypic interaction, and niche phenotypes.
- Illustrate differences among physical, psychological, and social frames of development.
- Identify the primary tools the infant has for exploring the world.
- Demonstrate knowledge of Piaget’s four periods of cognitive development by providing specific examples in each period.
- Illustrate the similarities between human and machine information processing hardware and software.
- Differentiate among primary aspects of socioemotional development: trust/mistrust,
emotions, gender roles/identity.

- Indicate the general physical and cognitive development of school-age children, including aptitudes, academic skills, and special children.
- Demonstrate the general physical and cognitive development of middle childhood, including family relationships, peer relationships, and stereotypes.
- Illustrate physical, psychological, and social issues related to rites of passage, including pubertal changes, health, cognition, and moral reasoning.
- Demonstrate socioemotional development issues in adolescence, including identity/self esteem, romantic relationships, work, and dependency of drugs, depression, and delinquency.
- Explain the major physical, cognitive, and personality development issues of becoming an adult, including transitions to adulthood, lifestyle factors, adult intelligence, and personal control beliefs.
- Compare relationships in young and middle adulthood, including friendships, love, violence, singlehood, family life cycle, and divorce/remarriage.
- Give examples of major occupational and lifestyle issues in young and middle adulthood, including occupational selection, discrimination, occupational transitions, work and family, and leisure activities.
- Differentiate the unique challenges of middle adulthood, including physical changes and health, intelligence, five-factor personality model, and the sandwich generation.
- Summarize the major issues of later life, including demographics, third/fourth age of life, physical/psychological/social deterioration, and intervention strategies.
- Summarize the primary theories of aging and compare the major social issues associated with aging.
- Differentiate among the definitions of death, ethical issues associated with dying and death, grief processes and coping strategies, and bereavement experiences throughout the lifespan.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF Student Handbook for a list of behaviors that fall under the definition of academic misconduct. The Handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed. The student code of conduct is posted on the UWF web site: http://uwf.edu/osrr/documents/BOTApprovedStudentCodeofConduct-2007edition.pdf

Expectations for Academic Conduct/Plagiarism Policy:

As members of the University of West Florida, we commit ourselves to honesty. As we strive for excellence in performance, integrity—personal and institutional—is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways that erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally,
we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community. Students charged with academic dishonesty will be referred to the appropriate university office, and will automatically receive a failing grade in either the course or the specific exam or assignment (at the professor’s discretion). Students are expected to complete all Internet assignments and exams individually unless otherwise noted.

Statement about Assistance for Students with Special Needs

Students with a documented disability who require specific examination or course related academic accommodations should contact the Student Disability Resource Center (SDRC) by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387.

Grading / Evaluation:
Weekly Quizzes (75%) and participation grade (25%).

Each Session (1 through 15) will begin at 6:00AM on Monday of the week and will be available to the on-line student until Sunday of the same week at promptly 10pm. See the Course Calendar for the exact dates of each Session. Online course materials include:

• Chapter overviews
• Chapter PowerPoints
• Chapter resources
• Chapter Outlines
• Learning Objectives
• Discussion Questions (go to Discussion section to answer)
• Glossary
• Flashcards
• Crosswords
• Internet Exercises
• Tutorial Quiz: Multiple Choice
• Tutorial Quiz: True/False
• Tutorial Quiz: Fill in the Blank

Note: the tutorial quizzes in this section are not recorded for final course grade. The Session quizzes in the Quizzes section are graded and combined with participation grade for the final course grade.

The Session quizzes and discussions are available from 6:00AM MONDAY through midnight (11:59PM) SUNDAY for that particular Session.

See the Course Calendar for the exact dates of each Session. The quizzes consist of 25 questions and are “open” for 30 minutes. If the quiz is closed during the 30 minutes and re-opened, 30 new questions will be
presented and the instructor will be notified. If an unexpected problem arises please contact the instructor ASAP.

Students must also participate in the online discussion forums each week in order to receive full participation points, which is 25% of the final grade. Post an original response or a response to another classmates post on each of the discussion questions for the chapter.

One way to look at the on-line course as opposed to the traditional campus course is instead of a class period lasting 50 minutes or two hours, it lasts seven days. The student can enter the classroom at any time during that seven-day period. When the student feels sufficiently prepared, and this state of preparedness is verified by the self-assessment of the Tutorial Quizzes, he or she can open the Chapter quiz anytime after 6 AM MONDAY. The availability period closes at midnight the following SUNDAY. If the student does not take the Chapter quiz(izes), a score of zero is recorded and averaged with the other 15 quizzes.

**Expectations for Classroom Behavior:** Communication for this class takes place primarily through the Discussion Boards, so each student is expected to maintain a professional attitude toward the topics. Each student must also show respect for other students' opinions, and diversity of viewpoints is much appreciated and to be cultivated in a healthy atmosphere. As instructor of the course, I will be monitoring the discussion boards to ensure appropriate conduct.

**Special Technology Utilized By Students:** The course is taught entirely online; therefore, the student must own or have access to an Internet connected computer and printer.

**GRADES:** Your final grade (100%) will be the sum of all quizzes (75%) and Internet participation – [Discussions] (25%)

Final letter grades will be assigned as follows:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 60-66%
- F= below 60%

**Course Calendar**

Orientation Chapter (August 23 – August 29)

Session 1 (August 30 – September 5)

1. Chapter 1

Session 2 (September 6 – September 12)
1. **Chapter 2**  
   Session 3 (September 13 – September 19)  
       1. **Chapter 3**  
   Session 4 (September 20 – September 26)  
       1. **Chapter 4**  
   Session 5 (September 27 – October 3)  
       1. **Chapter 5**  
   Session 6 (October 4 – October 10)  
       1. **Chapter 6**  
   Session 7 (October 11 – October 17)  
       1. **Chapter 7**  
   Session 8 (October 18 – October 24)  
       1. **Chapter 8**  
   Session 9 (October 25 – October 31)  
       1. **Chapter 9 Overview**  
   Session 10 (November 1 – November 7)  
       1. **Chapter 10**  
   Session 11 (November 8 – November 14)  
       1. **Chapter 11**  
   Session 12 (November 15 – November 21)  
       1. **Chapter 12**  
   Session 13 (November 22 – November 28)  
       1. **Chapter 13**  
   Session 14 (November 29 – December 5)  
       1. **Chapter 14**  
   Session 15 (December 6 – December 10)  
       1. **Chapter 15**  

**Schedule is subject to changes that will be announced at least a week in advance.**  
(Syllabus construction aided by Dr. Doug Friedrich of the Psychology Department)