Human Development Across the Lifespan
COURSE SYLLABUS

Course Prefix / Number: DEP2004 –Reference Number 5258 [June 13 to Aug 5.]
Course Title: Human Development Across the Lifespan
Course Credit Hours: 3

Instructor Name and Contact Information:
Dr. Neil C. Davis
Email: ndavis@uwf.edu
Phone: 941-0289

Office Hours: By appointment or email at anytime

Texts / Materials:

Required texts: HDEV2, Spencer A. Rathus 2nd Edition Wadsworth, Cengage


Required Materials:
Internet Access (broadband is recommended)
Activated UWF ArgoNet E-mail Account

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 the conception through the aging process. The course is described 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.

The course is a 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:** *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 life-long process, with multiple determinants of change and, correspondingly, multiple alternatives for change.

**About this Course:**

This course is delivered completely online. You must have consistent access to the Internet. Learning at a distance may be a very different environment for many of you. You will generally set your own schedules, participate in class activities at your convenience, and work at your own pace. You may require some additional time online during the first few weeks while you become acclimated to the online format and you may even feel overwhelmed at times. It will get better. You should be prepared to spend approximately 6 - 8 hours per week online completing lessons, activities, and participating in class discussions. Finally, you may want to incorporate these tips to help you get started:

- Set a time each week (schedule) to:
  - Check the course web site to determine your tasks for the week.
  - Check the course web site frequently throughout the week for updates.
  - Check your UWF email account frequently for messages
- Within the first week, become familiar with the site and how to use it.
  - View this eLearning Demo.
- Team up with your classmates to discuss class assignments and questions you might have.
  - Check the “Classlist” link for fellow student biography information and email addresses. **Make sure you enter your student biographical information.**
- Ask questions when you need answers.
  - If you have problems, contact your instructor early.

**Topics:**

- Part 1 - Introduction
- Part 2 - Birth and Infancy
- Part 3 – Early and Middle Childhood
- Part 4 – Adolescence and Early Adulthood
- Part 5 – Middle and Late Adulthood
Course Goals:

This course is designed to:

- (1) Demonstrate the development of individuals at different periods in the lifespan.
- (2) Develop an understanding of the multiple factors that determine development across the lifespan.
- (3) Impart how research findings and theories contribute to understanding normal and abnormal development throughout the lifespan.
- (4) Identify preventive and remedial interventions for successful development and aging.

Student Learning Outcomes: (SLOs):

At the conclusion of the course, students should be able to:

- Differentiate 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.
- Demonstrate 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.

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

Each Week (1 through 14) opens at 8:00AM will be available to the on-line student. A Week consists of two or three chapters in the text: See the Course Calendar for the exact dates of each Week.

**STUDY MATERIAL AVAILABLE IN D2L FOR EACH CHAPTER**

- ♠ Chapter overviews*
- ♠ Chapter PowerLectures*
- ♠ Chapter Outlines*
- ♠ Learning Objectives**
- ♠ Discussion Questions (go to Discussion section to answer)
- ♠ Glossary**
- ♠ Flashcards**
- ♠ Weblinks to Internet resources**
- ♠ Internet Exercises*

* Found in Content
** Found in Orientation Session → Companion Book Site

**Note:** The Weekly quizzes in the Quizzes section are graded and combined with participation grade for the final course grade.

The Weekly quizzes are available from 8:00AM through midnight (11:59PM) for that particular Week. See the Course Schedule for the exact dates of each Week. 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. It is unwise to wait until late Sunday to take the weekly quiz. If a computer or other problem arises, assistance in not available from IT help desk or from your instructor late on Sunday.

**Participation Grade:** (25% of total final grade). The participation consists of joining in a weekly discussion on various topics in human development. The topics will change each week and are found in the Discussions link on the D2L nav bar. This part of the course is analogous to a class room discussion with everyone taking part.

**Extra Credit:** In eLearning Content for each chapter there is a link Internet Exercise. Click on that link and you will find a number (4 to 8) of links to websites that relate to that chapter. Select up to 3 and follow the directions. For each (max 3) exercise
you send to me you will have that chapter’s weekly quiz grade increase by up to 4 points per exercise. I will grade your Internet Exercise using the same Rubric for Discussion Posts. You can improve your weekly quiz grade substantially, up to 12 points, by doing the Internet exercises. The requirement is you submit the exercises **before that chapter closes midnight Sunday**. I will look at your submitted exercises Monday and add your earned points to the quiz grade for that week.

One way to look at the on-line course as opposed to the traditional campus course is that 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 Practice and Tutorial Quizzes, he or she can open the Chapter weekly quiz anytime after 8:00AM Wednesday. 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 16 quizzes. Missing a weekly quiz is best avoided.

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

Final letter grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% or better</td>
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<tr>
<td>A -</td>
<td>90% to 92%</td>
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<tr>
<td>B +</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>83% to 86%</td>
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<tr>
<td>B -</td>
<td>80% to 82%</td>
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<tr>
<td>C</td>
<td>77% to 79%</td>
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<tr>
<td>C +</td>
<td>70% to 72%</td>
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<tr>
<td>C</td>
<td>60% to 69%</td>
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<tr>
<td>D</td>
<td>50% or less</td>
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**Attendance Policy:**

Obviously, there are no classes to attend per se; however, the equivalent to attending classes on campus is eLearning participation. The instructor can see via eLearning-Attendance the dates and length of time each student spends in this course on-line. **Participation in the discussion section is graded. Sporadic and short periods on eLearning through the week may be interpreted as a loss of interest with an early withdrawal by the instructor.** Think of non-participation as skipping class periods in a traditional course.

**Minimum Technical Skills and Special Technology Utilized by Students:**

This course is totally online. All instructional content and interaction takes place over the Internet. In addition to baseline word processing skills and sending/receiving email with
attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Adobe Flash Player: http://get.adobe.com/flashplayer/
- For students' using Screen Readers: Download Elluminate's Java Bridge: https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368
- eLearning's Accessibility Resource Guides for users: http://www.desire2learn.com/access/resources/

Expectations for Academic Conduct / Plagiarism Policy:


Assistance for Students with Disabilities:

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdr@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Weather Emergency Information:

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: [http://uwfemergency.org/hurricaneprep.cfm](http://uwfemergency.org/hurricaneprep.cfm)
- Information about other emergency procedures is available on the UWF web site: [http://uwfemergency.org/](http://uwfemergency.org/)
Course Calendar

Note this schedule is very much compressed compared to a normal 13 to 15 week semester. Accordingly the amount of time you must devote to the course is considerably increased. The course is intense and only students willing to devote the time necessary should attempt a D-semester course. The good news is the semester is only eight weeks long.

**Orientation Section (June 6 – 12)**
You are responsible for the material in the orientation section

<table>
<thead>
<tr>
<th>Week 1 (Jun 13 -19)</th>
<th>Week 5 (July 11 - 17)</th>
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<tbody>
<tr>
<td>1. Part One - Introduction</td>
<td>1. Part Four – Adolescence and Early Adulthood</td>
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<tr>
<td>a. Chapter 1</td>
<td>a. Chapter 11</td>
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<td>b. Chapter 2</td>
<td>b. Chapter 12</td>
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<thead>
<tr>
<th>Week 2 (June 20 – 26)</th>
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<tbody>
<tr>
<td>1. Part Two – Birth and Infancy</td>
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<tr>
<td>a. Chapter 3</td>
<td>d. Chapter 14</td>
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<td>b. Chapter 4</td>
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<tr>
<th>Week 3 (June 27 – July 3)</th>
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<tbody>
<tr>
<td>1. Part Two (continued)</td>
<td>1. Part Five – Middle and Late Adulthood</td>
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<tr>
<td>d. Chapter 6</td>
<td>a. Chapter 15</td>
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<tr>
<th>Week 4 (July 4 – 10)</th>
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<tbody>
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<td>1. Part Three (continued)</td>
<td>1. Part Three (continued)</td>
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<tr>
<td>c. Chapter 9</td>
<td>e. Chapter 19</td>
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<td>d. Chapter 10</td>
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<th>Week 6 (July 18 - 24)</th>
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<tr>
<td>1. Part Five – Middle and Late Adulthood</td>
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<tr>
<td>a. Chapter 15</td>
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<th>Week 7 (July 25 - 31)</th>
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<td>b. Chapter 16</td>
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<td>c. Chapter 17</td>
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<td>d. Chapter 18</td>
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<tr>
<th>Week 8 (Aug 1 - 5)</th>
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<tbody>
<tr>
<td>e. Chapter 19</td>
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