

HDCF 150-01/02
Autumn 2007
LIFESPAN HUMAN DEVELOPMENT

Instructor: Carol Staben-Burroughs **Office Hours:** By appointment
Office: 114 Herrick Hall **Class Times:** Sec 01: TR 12:45-2:00pm Reid 105
Phone: 585-3743 Sec 02: TR 2:10-3:25pm 101 Gaines
E-Mail: carolsb@montana.edu or carant@montana.net

Catalog Description:

Cognitive, physical, emotional, and social factors in human growth and development from conception through adulthood, aging, and death. Emphasis on classical and contemporary theory, current research, and practical applications. A service course for students *not* majoring in human development.

Required Textbook:

Boyd, D & Bee H. (2006). *Development Through the Lifespan* (taken from *Lifespan Development, Fourth Edition*), Custom Edition for Montana State University. Boston, MA: Pearson Custom Publishing.

Objectives:

1. Describe development—including physical, cognitive, emotional, and social development as an ongoing process, involving both continuity and change.
2. Analyze various developmental events from the perspectives of the major theories.
3. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.
4. Apply knowledge from text and lecture to personal and professional life.

Attendance:

Attendance is expected. If classes are missed, the individual student will be responsible for obtaining notes and assignments. Further, students are expected to arrive promptly for each session and to remain for the entire class.

Participation in class discussion is encouraged. Because much of the success of class discussion depends on prior preparation, students are encouraged to complete the assigned readings *before* each class.

Office Hours:

The instructor is available to meet individually with students to assist with class material, assignments and other relevant purposes. Meetings by appointment are the most efficient use of everyone's time. *You are strongly urged to get to know your instructor.*

Academic Expectations:

There are several mechanisms of communication that students can use:

1. *Read your syllabus thoroughly!* (most of your answers are in the syllabus)
2. Read your e-mail – all assignments, announcements, etc. will be sent electronically
3. Attend class every day.
4. Make and keep appointments with your instructor.

5. Leave a message on instructor's voice mail (585-3743)
6. Make a friend in class with whom you can exchange information if you have to miss lecture
7. Be well-prepared for class
8. Take exams when scheduled
9. Act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience

Behavioral Expectations:

Montana State University expects all students to conduct themselves as honest, responsible, and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, you can go to:
www2.montana.edu/policy/student_conduct/cg600.html

Collaboration:

University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism:

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification

Course Requirements:

This course is organized into four major learning modules; a test will be held after each module:

| | |
|------------------|--|
| <i>Module #1</i> | Beginnings, Theories, Neonatal Development |
| <i>Module #2</i> | Early Childhood and School Years |
| <i>Module #3</i> | Adolescence and Early Adulthood |
| <i>Module #4</i> | Middle Adulthood and Late Adulthood |

Exams **4 x 50 points each = 200 points**

There will be four multiple-choice exams in the course. Exams are not cumulative in style, although some topics will be tested after each section of the class. The exams will cover materials from the text, class lectures, and discussions. *You will be expected to take all four exams at their scheduled time and in the section in which you are enrolled.* If you are concerned about exams, check into the study skills workshops offered each semester by Advance by Choice (SUB 146, 994-4541).

Make-Up Exams

Make-up exams will be given for *extraordinary reasons only*. The student is required to *make arrangements with the instructor in advance* and may be asked to provide written documentation of the reason for missing the exam *before* the student will be permitted to take the make-up exam. The format of the make-up exam may differ from that of the regular exam, although the content will be the same. The make-up exam will then be scheduled at the instructor's convenience.

Exam #4 (Final Exam)

The final for Section 01 will be **Friday, December 14 from 2:00 – 3:50 in 105 Reid Hall**. The final for Section 02 will be **Tuesday, December 11, 2007 from 2:00-3:50 in 101 Gaines Hall**.

Writing Assignments 3 assignments x 50 points each = 150 points

1. As part of the requirements of a university core course, you will be required to fulfill three writing assignments.
2. Students are expected to familiarize themselves with each writing assignment requirement.
3. Specific requirements and criteria for each writing assignment will be available only via e-mail; no hard copies will be available.
4. Papers are due at the *beginning of class* on the dates designated on the course outline. Any late papers, papers left under the instructor's door, outside the door, or in the instructor's mailbox may have points taken off *unless* arrangements have been made with the instructor prior to the due date.
5. Replacing writing assignment **one or two** with a community service volunteer project may be possible— this will be discussed in class (see “volunteer paper” below).

Attendance 50 points

Ten points for “showing up” will be given on five random days throughout the semester. If you are not in attendance due to a university-related event or illness, you may get the points. If you are gone, you must let instructor know the reason within two weeks after the attendance day.

Volunteer Paper

Students are encouraged to volunteer in the community with one of the age groups we study in class—schools, 4-H, church groups, the elderly, etc. A write-up of that experience can substitute for one of your first two writing assignments and is *due the same day as the paper it is replacing*. We will discuss this further in class.

Grades

Grades will be based on the following points:

| | | | |
|-----------------------|-----|-----------------------|-----------|
| Exams | 200 | Writing assignment #3 | 50 |
| Writing assignment #1 | 50 | Attendance | <u>50</u> |
| Writing assignment #2 | 50 | Total | 400 |

Grading Scale: (based on total points earned)

| <i>Points</i> | <i>Grade/Percentage</i> |
|---------------|-------------------------|
| 400-372 | A 93% |
| 371-360 | A- 90% |
| 359-348 | B+ 87% |
| 347-332 | B 83% |
| 331-320 | B- 80% |
| 319-308 | C+ 77% |
| 307-292 | C 73% |
| 291-280 | C- 70% |
| 279-260 | D+ 65% |
| 259-240 | D 60% |
| 239-below | F |

Note: **No extra assignments will be given to improve grades.** Computer printouts of your current scores will be passed around in class nearly every day. Grades will not be available outside the classroom. It is recommended that students check the computer printouts frequently to confirm the appropriate recording of exam, paper and attendance scores. It is the student's responsibility to make sure scores have been recorded accurately. If there is an error, it is up to the student to work

with the instructor to repair it as soon as possible. **No changes or additions will be made after two weeks past the original posting of a score in question.**

Tentative Outline:

| Date | Topic | Assignment |
|--|--|----------------------|
| August | | |
| 28 | Overview, Introduction | Ch. 1 |
| 30 | Research & theories | Ch. 2 |
| September | | |
| 4 & 6 | Prenatal, Birth & Neonatal Development | Ch. 3 |
| 11 & 13 | Prenatal, Birth & Neonatal Development | |
| 20 | Exam #1 Chapters 1-3 | |
| 25 | Paper #1 Due Infancy & Toddlerhood: Physical/Cognitive Dev. | Ch 4-5 |
| 27 | Infancy & Toddlerhood: Cognitive/Psychosocial Development | Ch 5-6 |
| October | | |
| 2 & 4 | Infancy & Toddlerhood: Cognitive/Psychosocial Development | Ch 5-6 |
| 9 & 11 | Early & Middle Childhood: Physical/Cognitive | Ch. 7-8 |
| 16 | Childhood: Cognitive/Psychosocial Development | |
| 18 | Exam #2 Chapters 4-9 | |
| 23 | Paper #2 Due Adolescence: Physical/Cognitive Development | Ch 8-9 |
| 25 & 30 | Adolescence: Cognitive/Psychosocial Development | Ch 10-11 Ch 11-12 |
| November | | |
| 1 | Adolescence: Psychosocial Development | Ch. 12 |
| 6 | Exam #3 Chapters 10-12 | |
| 8 | Paper # 3 Due Adulthood: Physical/Cognitive Development | Ch. 13, 15 & 17 |
| 13 & 15 | Adulthood: Cognitive/Psychosocial | Ch 14, 16 & 18 |
| 20 | Adulthood: Cognitive/Psychosocial | Ch 14, 16 & 18 |
| 27 & 29 | Adulthood: Psychosocial Development | Ch 14, 16 & 18 |
| December | | |
| 4 | Adulthood: Psychosocial Development | Ch. 14, 16 & 18 |
| 6 | Death & Dying | Ch 19 |
| Final exams: | | |
| Section 01: Friday, December 14, 2007 2:00 – 3:50 105 Reid | | |
| Section 02: Tuesday, December 11, 2007 2:00 – 3:50 101 Gaines | | |