

**Course Syllabus, CHFD 2200**  
**Introduction to Human Development**  
**Fall '06**

**COURSE OBJECTIVES:**

Students will be able to:

1. Define lifespan human development, identify factors affecting development, and identify major developmental theories;
2. List the major periods in development, identify changes in the physical, cognitive, social and emotional development of humans, explain the processes that underlie these changes, and give examples of the interdependency across these domains;
3. Articulate the ways in which biology, context and culture contribute to development; and
4. Apply the knowledge and skills gained in the course to real-life situations.

**TIME & LOCATION:**

Monday, Wednesday, Friday, 12:20 – 1:10 a.m.  
 Room 116, Dawson Hall

**COURSE INSTRUCTORS:**

Dr. Chris Todd, 114 Dawson Hall, 542-4830,  
 Email Dr. Todd using WebCT for CHFD 2200  
 (Home phone: 227-9823, 7 a.m. – 10 p.m.)  
*Office Hours: By appointment*

**REQUIRED TEXT:** Berk, L. E. (2007). *Development through the lifespan*. (4<sup>th</sup> Ed.). Boston: Allyn & Bacon.

**Note:** Lectures will include the most current information. If there is any discrepancy between what is presented in the text and in lecture, the information in lecture should be used as the final authority.

**E-MAIL AND WEB ACCESS REQUIREMENT:** All students are required to have a University e-mail account and to be able to access WebCT. All course materials will be placed on WebCT. Students are responsible for checking the CHFD 2200 WebCT site each Monday and Wednesday to check for e-mail/messages.

**PRIVACY:** Students requiring special procedures for maintaining privacy should contact the instructor.

**ACADEMIC HONESTY:** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>. Selections from the academic honesty code are listed below:

“Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.”

“Lack of knowledge of the provisions of this policy is not an acceptable response to an accusation of violating this policy.”

Some examples of academic dishonesty are: copying answers from another student or giving another student the answers during an exam; working with another student on the lab observation, Maximizing Development or extra-credit assignment; presenting the work of another as your own; signing an attendance sheet for class and then leaving early without permission from the instructor, giving a false excuse for failing to show up for an exam or for turning in a late assignment, obtaining advance exam copies by unauthorized means, and damaging a computer disk to prevent evaluation of the work on that disk. Students who assist other students in academically dishonest acts are in violation of the policy.

**UGA’S HONOR CODE:** “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.”

**ATTENDANCE:** Attendance is required. Attendance will be recorded on ten randomly selected class days. Students will receive 5 points for each day their attendance is recorded (Total points = 50).

**NON-GRADED ASSIGNMENTS:** Each student is required to: 1) complete a “Student Information Sheet,” 2) receive a perfect score on the “Syllabus Quiz,” and 3) send an email to Dr. Todd using WebCT email by Wednesday, August 23rd.

**GRADED EXAMS AND ASSIGNMENTS:** There will be *four non-cumulative* multiple-choice exams (32 questions each) during the course and an optional *cumulative* multiple choice final exam (32 questions). If you choose to take the final, the lowest exam score (including the final) will be dropped before determining your grade. In addition to taking all exams, students complete two written assignments: 1) an observation to be done at the McPhaul Children’s Center and 2) a “Maximizing Development” assignment. (Separate instruction sheets will be distributed for each assignment).

The following points will be offered for each required exam/assignment.

Exam #1*	80 pts
Exam #2*	80 pts
Exam #3*	80 pts
Exam #4*	80 pts
McPhaul Observation	50 pts
Max. Dev—Draft 1	20 pts
Max. Dev—Draft 2	20 pts
Max. Dev—Final	40 pts
Attendance	50 pts
<b>Total Required Points:</b>	<b>500 pts</b>

Your final grade will be determined by adding any extra credit points you have earned to the total points you received on required assignments. Grades will be assigned as follows:

A	467 - 500	C+	384 - 399
A-	450 - 466 (90%)	C	367 - 383
B+	434 - 449	C-	350 - 360 (70%)
B	317 - 333	D	300 - 349 (60%)
B-	400 - 416 (80%)	F	< 300 (<60%)

\*If you elect to take the optional cumulative final exam, your lowest exam grade out of all five exams will be dropped in calculating your final grade.

#### **EXAM MAKE-UP EXAM POLICY**

**Students who miss an exam must have a valid reason approved by Dr. Todd in order to make up the exam.** Students with a valid reason must arrange to take the make up exam within one week of the scheduled exam.

#### **DUE DATES FOR REQUIRED ASSIGNMENTS:**

The McPhaul and Maximizing Development assignments must be handed in at lecture on the due date. **No points for late assignments without a valid reason approved by Dr. Todd.**

**EXTRA CREDIT** (*Maximum of 10 points*): You may take up to 2 of the following extra-credit options. **No points for late extra credit assignments without a valid reason approved by Dr. Todd.**

- A. *One-hour Workshop:* Becoming a CHFD Major or Minor (5 points): Date to be announced
- B. *Improving Academic Skills Opportunities* (*May do individually or in small groups of students—5 points*) :  
Student or a small group of students arranges a half-hour appointment with Dr. Claire Connell in the Academic Enhancement Learning Center by calling 542-8455 to obtain individualized lessons on study skills such as taking effective notes, effective study skills, preparing for multiple-choice exams. Dr. Connell is located in 123 Milledge Hall  
You must submit to Dr. Todd a signed form obtained from Dr. Connell to receive extra credit for this session.  
The signed form may be turned in at any lecture up to, and including, Friday, December 1st.
- C. *Writing Center:* (Individual Assistance—5 points) :  
Student makes an appointment with Writing Center staff by calling 542-2119 to discuss writing techniques relevant to the Maximizing Development assignment. The Writing Center is located at 66 Park Hall. You must submit a signed form from the Writing Center to receive credit for this session. The signed form may be turned in at any lecture up to, and including, Monday, December 4th.
- D. *Discussion Questions* ( 5 points maximum per question)  
*Students may submit responses to discussion questions on selected readings. Responses are due at or before class on the dates listed on the syllabus. (Note: The discussion questions to be answered are listed on the last page of the syllabus).*  
Be sure to use correct APA reference style to cite the pages from your text that support your statements.

#### **POSTING OF SCORES**

Exam scores and other assignment scores will be posted on WebCT. Exam scores will be posted within 24 hours of the exam.

Assignment grades typically will be posted within two weeks of the due date. Students are responsible for:

1. Checking your scores regularly.
2. Notifying Dr. Todd of any grading problems within one calendar week of the scores being posted.
3. Students who wish to challenge an exam question must submit in writing the rationale for why they believe their answer was correct. Cite text page numbers or lecture notes to support your arguments. Challenges to exam questions must be submitted within one calendar week of the exam.

**NOTE:** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## CHFD 2200 (Fall, 2006): Weekly Readings and Assignments

<i>Week</i>		<i>General Topic</i>	<i>Readings</i>	<i>Ex. Credit Opportunities &amp; Due Dates</i>	<i>Exams and Assignment Due Dates</i>
<b>Week #1</b>					
W	8/16	Course Overview: Video, Syllabus, WebCT information			
F	8/18	Overview of Lifespan Development (10 pp.) & Theories of Hum. Dev.	Chapter 1: pp. 3-12		
<b>Week #2</b>					
M	8/21	Theories of Human Development (cont) & Research Ethics (14 pp.)	<i>Ch 1</i> : pp. 15-27 (1 <sup>st</sup> para), 39-40		
W	8/23	Theories of Human Development & Teenage Pregnancy—Class presentations			1) Student Info Sheet Due 2) Syllabus Quiz Due 3) WebCT email to Instructor Due (1 pt subtracted from total points for each of the above that are late)
F	8/25	Ecological Theory & Obesity (10 pp.)	<i>Ch. 1</i> : Reread pp. 24-25 & <i>Ch 9</i> : pp. 291-293; <i>Ch 11</i> : 371-372; <i>Ch 13</i> : pp. 438-441 (up to “Exercise” & including info in box on pp. 440-441);		
<b>Week #3</b>					
M	8/28	Obesity Case Study			
W	8/30	Foundations of Development: Genetic Inheritance (8 pp.)	<i>Ch 2</i> : pp. 45-52		
F	9/1	Environmental Contributions & Biol/Env Interactions (17 pp.)	<i>Ch 2</i> : pp. 59-75		
<b>Week #4</b>					
M	9/4	<b>LABOR DAY</b>	<i>Enjoy!</i>		
W	9/6	Prenatal Development (6 pp.)	<i>Ch 3</i> : pp. 79-85 (up to “Ask Yourself”)		
F	9/8	Teratogens; Newborn Reflexes (12 pp.)	<i>Ch 3</i> : pp. 85-95 (up to “Ask Yourself” and pp. 101-107 (reflexes only)		

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Ex. Credit Opportunities &amp; Due Dates</i>	<i>Exams &amp; Assignment Due Dates</i>
<b>Week #5</b>					
M	9/11	<b>EXAM #1 (80 points) non-cumulative; 32 questions, multiple choice</b>			<b>EXAM #1</b>
W	9/13	Overview of “Maximizing Development” Assignment & Components of Caregiving			
F	9/15	Components of Caregiving (Continued)  Overview of Physical Development & Growth (14 pp.)	<i>Ch 4:</i> 120-121 (up to Brain Dev); <i>Ch 7:</i> 216-217 (up to Brain Dev); <i>Ch 9:</i> 290; <i>11:</i> 362-364 (up to Motor Dev); <i>Ch 13:</i> 432 (Physical changes)-434 (up to Motor Dev); <i>Ch 15:</i> 501 (skin)-502 (up to Reproductive System);		
<b>Week #6</b>					
M	9/18	Physical Development & Growth (continued) (17 pp.)	<i>Ch. 11:</i> 365 (Sexual Maturation) - 370; <i>Ch 13:</i> 431 (Biological Aging) – 432 (up to Physical Changes); <i>Ch 15:</i> 502 (Reproductive System) - 506; <i>Ch 17:</i> 562 (Life Expectancy) - 564		
W	9/20	Brain/Nervous System Development (12 pp.)	<i>Ch 4:</i> 121 (Brain Dev) – 128 (up to Arousal); <i>Ch 7:</i> 217 (Brain Dev) – 219 (up to “Ask Yourself”); <i>Ch 17:</i> 565 (up to Sensory Systems)		
F	9/22	Brain/Nervous System Development: Dementia (7 pp.)	<i>Ch 17:</i> 579 – 585 (up to Health Care)		
<b>Week #7</b>					
M	9/25	Brain/Nervous System Development: Arousal, Sleep, Toileting (5 pp.)	<i>Ch 3:</i> 107 (Newborn States) – 108 (through Sleep) <i>Ch 4:</i> 128 (Arousal); 129 <i>Ch 17:</i> 570 (Sleep)	<i>Extra credit Discussion Question #1—Due in class. See last page for question.</i>	
W	9/27	Motor Development : Infants, Toddlers, Children (11 pp)	<i>Ch 4:</i> 129-132; <i>Ch 7:</i> 213-215; <i>Ch 9:</i> 281-284;		
F	9/29	Motor Development: Adolescence & Adulthood (9 pp.)	<i>Ch 11:</i> 364-365 (Motor Dev); <i>Ch 13:</i> 434 435 (Cardiovascular & Motor Perf); & 441-442 (Exercise); <i>Ch 15:</i> 512-515 (Adapting to Change)		

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Ex. Credit Opportunities &amp; Due Dates</i>	<i>Exams &amp; Assignment Due Dates</i>
<b>Week #8</b>					
M	10/2	Sensation/Perception (18 pp)	<i>Ch 3: 111-113 (up to Neonatal Assess); Ch 4: 141-147; Ch 13: 433; Ch 15: 500 – 501 (Physical Changes up to Skin); Ch 17: 565 – 569 (Sensory Systems)</i>		
W	10/4	Piaget: Child & Adolescent Thought; (15 pp)	<i>Ch 5: 152-155 (up to Follow-up research); Ch 7: 227-231 (up to Follow-up research); Ch 9: 298-300 (up to Follow-up research); Ch 11 381-383 (up to Info Proc)</i>		<b>Max. Dev – Draft 1 (I-IVA-2) DUE</b>
F	10/6	Vygotsky; Thinking by Adults; College; Vocational Choices (16 pp)	<i>Ch 5: 165-166; Ch 7: 234-236 (Vygotsky); Ch 13: 449-459</i>		
<b>Week #9</b>					
		<i>McPhaul Observation Week (Th-F)</i>			
M	10/9	<b>Exam #2 (80 pts) non-cumulative; 32 questions, multiple choice</b>			<b>EXAM #2</b>
W	10/11	McPhaul Lab Explanation Day	<i>Read over assignment instructions on WebCT</i>		10/12 – 10/20 McPhaul Observation Opportunity: Sign up for time outside 114 Dawson
F	10/13	Learning and Information Processing during Childhood (24 pp)	<i>Ch 4: 133-136; Ch 5: 160-164; Ch 7: 236-243; Ch 9: 302-308</i>		
<b>Week #10</b>					
		<i>McPhaul Observation Week (M-F)</i>			
M	10/16	Information Processing: Adolescence & Adulthood (12 pp)	<i>Ch 11: 383-386; Ch 15: 518-521 (up to Creativity); Ch 17: 587-595</i>	<i>Extra Credit Discussion Question #2—Due in class. See last page for question.</i>	
W	10/18	Individual Differences in Cognition (18 pp.)	<i>Ch 5: 167-172 (up to Ask Yourself); Ch 7: 243-244 (up to Preschool, Kindergarten) Ch 9: 208-314; Ch 15: 515-518 (Changes in Mental Abilities)</i>		
F	10/20	Social Cognition and Moral Development (14 pp.)	<i>Ch 8: 264-273 (up to Ask Yourself); Ch 10: 336 – 339 (Moral Development)</i>		

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Ex. Credit Opportunities &amp; Due Dates</i>	<i>Exams and Assignment Due Dates</i>
<b>Week #11</b>					
M	10/23	Social Cognition and Moral Development (continued) (7 pp.)	<i>Ch 12: 405-411</i>		<b>McPhaul Observation DUE Refer to Handout</b>
W	10/25	Language Learning (17 pp.)	<i>Ch 5: 172-179; Ch 7: 248-251; Ch 9: 315-318; Ch 17: 590</i>		
F	10/27	<b>FALL BREAK</b>	<b>Enjoy!</b>		
<b>Week #12</b>					
M	10/30	Erickson's Theory, Attachment (13 pp.)	<i>Ch 6: 183-185 (up to Emotional Dev); 196-206 (up to Ask Yourself)</i>		
W	11/1	Recognizing & expressing emotions (21 pp.)	<i>Ch 6: 185-190 (up to Ask Yourself); Ch 8: 259-261; Ch 10: 334-336 (up to Moral Dev); Ch 18: 600 (up to Other Theories)</i>		
F	11/3	<b>Exam #3 (80 pts) non-cumulative; 32 questions, multiple choice</b>			<b>EXAM #3</b>
<b>Week #13</b>					
M	11/6	Temperament & Personality (& may begin discussion of self-concept) (13 pp.)	<i>Ch 6: 190-195; Ch 16: 540-541 (Individual Differences); Ch 18: 606-610 (Individual Differences)</i>	<i>Extra Credit Discussion Question #3—Due in class. See last page for question.</i>	
W	11/8	Self Concept (21 pp.)	<i>Ch 8: 256-258; Ch 10 : 330-334; Ch 12: 400-405 (up to Ask Yourself) ; Ch 16: 536-539 (up to Gender Identity); Ch 18: 604-606</i>		
F	11/10	Gender Roles/ Attitudes (10 pp.)	<i>Ch 8: 273-278; Ch 10: 343-344; Ch 12: 411, 413</i>		<b>Max. Dev – Draft 2 (revise Part 1 + complete IIB-VII)</b>
<b>Week #14</b>					
M	11/13	Sexuality (16 pp.)	<i>Ch 11: 372-379; Ch 13: 443-448 (up to Psychological Stress); Ch 15: 507 (sexuality); Ch 17: 576 (sexuality)</i>		
W	11/15	Family Relationships Early Childhood (5 pp.)	<i>Ch 8 : 279-283</i>		
F	11/17	Family Relationships: Middle Childhood & Adolescence (11 pp.)	<i>Ch 10: 345-350; Ch 12: 413-415 (up to Peer Relations)</i>		

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Ex. Credit Opportunities &amp; Due Dates</i>	<i>Exams &amp; Assignment Due Dates</i>
<b>Week #15</b>					
M	11/20	Friendships & Loneliness: Preschool to Adolescence (13 pp.)	<i>Ch 8: 261-264; Ch 10: 339-342; Ch 12: 415-419</i>		
W	11/22	<b>THANKSGIVING</b>	<i>Enjoy!</i>		
F	11/24	<b>THANKSGIVING</b>	<i>Enjoy!</i>		
<b>Week #16</b>					
M	11/27	Friendships, Intimacy & Loneliness: Early Adulthood (6 pp)	<i>Ch 14: 468-473</i>		
W	11/29	Relationships in Middle Adulthood (10 pp.)	<i>Ch 16: 541-550</i>		
F	12/1	A Changing Social World and Relationships in Late Adulthood (15 pp.)	<i>Ch 18: 610-624;</i>	<i>Last Day for Submitting Slips for Individual Ex. Credit with Dr. Conner</i>	
<b>Week #17</b>					
M	12/4	<b>Exam #4 (80 pts) non-cumulative; 32 questions, multiple choice</b>		<i>Last Day for Submitting Slips for Individual Ex. Credit with Writing Ctr</i>	<b>EXAM #4</b>
W	12/6	Death, Dying, & Bereavement (24 pp.)	<i>Ch 19: 638 (Attitudes)-661</i>	<i>Extra Credit Discussion Question #4—Due in class. See last page for question.</i>	<b>Max. Dev – Final Project DUE (all sections: I-VII)</b>
<b>Finals Week</b>					
W	12/13	<b>Optional, <u>Cumulative</u> Final Exam (80 pts) 32 questions, multiple choice</b>			<b>FINAL EXAM (Optional)</b> 12:00 – 3:00 PM Room 116 Dawson Hall

### **Extra Credit Discussion Questions:**

Prepare written responses to the following questions based on the readings in your text. Your response should be in your own words. You may use small portions of direct quotes, if needed. Use proper APA citation to indicate the source(s) of the information you provide. Use the format (Berk, 2007) for paraphrases of the information contained in the text and (Berk, 2007, p. xx) for exact quotes (**be sure to include exact quotes in parentheses**). **FAILURE TO USE PROPER CITATION, INCLUDING QUOTE MARKS FOR DIRECT QUOTES, COULD BE CONSIDERED PLAGARISM.**

A typical response is 2-3 pages, double-spaced. Assignments with thoughtful responses in your own words will receive higher scores than responses that merely copy information from overheads or the text.

- Due 9/25: Extra Credit Question #1: Cite evidence that both genetic and environmental factors contribute to Alzheimer's disease and cerebrovascular dementia.*
- Due 10/16: Extra Credit Question #2: You are asked to provide a workshop for parents of adolescents entitled "Adolescent Decision Making." Based on what you have learned in lecture and the assigned readings, what would you tell parents?*
- Due 11/6: Extra Credit Question #3: You are asked to provide a workshop for child care providers on "Promoting Compliance and Self-control in Toddlers." Based on what you have learned in lecture and your assigned readings, what would you tell caregivers about how self-control develops in toddlers and what providers can do to help foster compliance and self-control at this age?*
- Due 12/6: Extra Credit Question #4: If he should ever fall terminally ill, Ramon is certain that he wants doctors to halt life-saving treatment. To best ensure that his wish will be granted, what should Ramon do?*