Family Relations & Applied Nutrition
University of Guelph

FRHD*1010: Introduction to Human Development
Online

Prof. Susan S. Chuang, Ph.D.
MINS 133D
Tel.: (519) 824-4120, Ext. 58389
schuang@uoguelph.ca

Office hours: By appointment

COURSE DESCRIPTION

This course is designed to provide students with a greater understanding of human development across the life span from a cultural perspective. With a chronological approach, human development will focus on specific stages of life (prenatal, infancy, early childhood, school-age, adolescence, and young, middle, and late adulthood). Various topical issues such as physical, cognitive, socioemotional development will also be discussed.

REQUIRED READINGS

The textbook can be purchased at The Bookstore. The textbook is on 2-hour reserve at the
　　　　Library.

Required Textbook

Berger, K. S., & Chuang, S. S. (2014). *Invitation to the life span. Second edition.* New York,
　　　　NY: Worth Publishers.

COURSE GOALS & OBECTIVES

By the end of the course, students should be knowledgeable about the:
- ➢ basic theoretical approaches to development from a cultural perspective;
- ➢ basic research methodologies and issues surrounding conducting research;
- ➢ developmental stages of growth and development across the life-span;
- ➢ developmental issues that affect parents, children, and extended family systems in varying multicultural and diverse societies; and
- ➢ current developmental research, practices, and policies.

PROTOCAL FOR CONTACTING PROFESSOR AND/OR TAs

For this course, there may be times when more clarification is useful. Please follow the following protocol:

1. Read the posts in the DISCUSSSION area for the following questions:

    a. **Scrapbook Discussion**: If you have questions about the scrapbook, read this section. If the answer is not there, post your question.
    b. **Research Paper Discussion**: If you have questions about the research paper, read this section. If the answer is not there, post your question.
    c. **General Discussion**: This is open to all students so please feel free to get assistance from your peers! Work together – it's all good! Just don't copy each other....that's plagiarism.

    - Please note that a TA will post the answer in 2 to 3 business days. Make sure that you are specific about your question/concern.

2. If you have additional questions, please contact me, Prof. Chuang. We can set up an appointment in person if you are on campus or I can reply by email. Please make sure that you address me (and other instructors) as either Prof. or Dr. Chuang. Many Professors do get offended so please be careful! Make sure that you sign your name at the end of the email as well. I will respond in 2 – 3 business days.

3. If you want to create study groups/partners, please do NOT use the listserv. There is a STUDY GROUPS DISCUSSION that is set up for that.

4. *Please keep in mind that I am in regular contact with all of the TAs and am always updated on what is being asked by you. If there are issues or concerns to be addressed, I will post my response on the Courselink page as NEWS. I will also put out reminders, FYIs, and other helpful hints so that all of you will be successful in this class. So, always check!!!

COURSE REQUIREMENTS

Online Quiz (15%). There will be one online test on Chapter 1 – 8. There will be 70 questions to be completed in 45 minutes. The students will have 48 hours to complete the quiz from midnight Thursday to midnight Friday, October 12 - 13.

Discussions (8%). Students will be writing weekly formal comments and responses on the Discussion activities that have been provided.

Major Assignment (32%).

OPTION 1: Scrapbook

As you read through the various life stages in the course, you will also have to opportunity to showcase your knowledge in a form of a scrapbook! You can either make the scrapbook by hand (dollar stores have a lot of great stuff!) or a virtual scrapbook (which will need to be pdf'ed for grading).

Virtual scrapbooks need to be uploaded in DROPBOX in Courselink, and MUST be in either:
1. Word
2. PowerPoint
3. PDF

If other forms are used, late deductions will begin until the TA is able to get the proper format so please use ONLY the options above. Any problems in uploading, please contact DE SUPPORT (see the top right of your screen).

From chapters 2 to the Epilogue, you will choose specific ages to place faces in your scrapbook. In the end, the scrapbook will be of TWO individuals who we will see go from birth to death. The TWO DIFFERENT individuals MUST be different by either gender and/or ethnicity so that it is explicitly clear that they are different. These two individuals should be fairly consistent throughout the scrapbook.

Here are the step-by-step instructions:

- Get your creative juices going!
- Choose 8 chapters (Chs. 2 – Epilogue) that you will be using on for this project.
- For each chapter, pick a specific age (e.g., Ch. 2, infancy, 1 month).
- For EACH chapter, you will place **at least** TWO human faces on each scrapbook page. The pictures must show the faces (no animation, no hand drawings).
- Finding pictures: (1) If you are using personal pictures and there are other people in it, you must get their permission (an email is fine). Permissions should be included at the end of your scrapbook; (2) If online, google "free images" or "public domain and images."; and (3) You can cut them out of magazines.
- You must create a *Table of Contents* which will list each Chapter, the age stage, the age you have chosen, and the page number (-1% if not included).
    o Chapter 6: Early childhood, 3.5 years of age
- Scrapbook pages must be numbered.
- Scrapbook page must clearly have the age and stage (e.g., Infancy: 1 month).
- There must be a Factsheet either included in the scrapbook page or attached in a document. See below for instructions of the Factsheets.
- Make sure that your name is on the project.
- Make sure that your TA's name is on the project.
- Make sure that everything is stapled/attached.
- Up to one percent will be given to Scrapbooks that have gone above and beyond!

Fact Sheet

There are two parts for the fact sheet where you will apply what you have learned to "real life" situations. This will make your scrapbook informative about the various life stages.
Here are the step-by-step instructions:

Choose ONE key term (**bolded** in the textbook) for each Chapter. Key terms are listed at the end of every chapter. Make sure that you use the REQUIRED textbook!

1. Define/explain the key term in your own words. Do not quote the textbook. Make sure that you also write the page number beside the key term (p. XX).
2. With the key term, apply it by writing about a "memory", whether real or made up. Make sure that you understand that key term so that the memory will be a great illustration of that concept!

To ensure that the students are on track with the project expectations, the students will have the OPTION to submit one scrap book page and/or fact sheet. This is due in Week 6.

Other Components of the Scrapbook

It is important to place individuals and their families in context. So, in the scrapbook:
1. What is the individual's cultural beliefs? Ethnicity? Showcase this in at least THREE places in the scrapbook. Depending on the individuals you use, this can be relevant for one or both individuals.
2. Sharing your knowledge: It's important to share what you know with those around you! So, taking into account of all the information you have learned, what messages would you send/tell your peers/family/community?
3. Focusing on THREE messages: what would you tell them (2 – 3 sentences each)? Make sure that you reference the textbook (e.g., p. XX).

Grading Criteria:
- Scrapbook pages: (1% for each chapter x 8)
- Fact Sheet: Definition/Explanation (1% x 8)
- Fact Sheet: Memory (example provided) (1% x 8)
- Cultural component (1% x 3)
- Messaging (1% x 3)
- Overall presentation: 2%
- No TA name, pieces not attached/secured: -1 point

Scrapbook Project is due on **NOVEMBER 24 at 4 PM.** You can either place in dropbox in Courselink or MINS 133D.

OPTION 2: Research Paper

Students will develop a research project by engaging in all of the necessary elements of gathering information. The goal is to develop students' skills and strategies of writing a research project. There are various subcomponents to the project.
To ensure that all the components of this assignment have been covered, use these headers to help organize your paper (e.g., Topic, Article 1: First Developmental Stage).

Topic (3%)
1. Choose one topic/issue from the textbook, keeping in mind that this topic must be relevant for two developmental stages (e.g., infancy, adolescence). Make sure that you refer to the textbook (e.g., Berger & Chuang, p. XX). **(1%)**
2. Define or describe the topic (e.g., depression) and provide a brief overview of the topic at hand. A brief overview will be about 2 to 3 sentence to capture the importance of the topic and why researchers have been studying this topic. For example, there are

thousands of peer-reviewed articles on depression. What is your focus? Why did you pick that particular article? What about depression will your paper examine? **(2%)**

Article 1: First Developmental Stage (8%)

1. Choose ONE *refereed-journal article* (e.g., journals such as Child Development, Developmental Psychology) to support your topic.
2. Write 1 to 2 sentences on how your topic will be focusing on this developmental stage and its importance. **(1%)**.
3. Summarize the article's study in 2 to 4 sentences. Do not paraphrase the abstract! **(2%)**
4. Type out (literally!) 4 key quotes and the page number. Make sure that it is highlighted in the article. **(4%)**
5. Type the reference in APA style (6th Edition). **(1%)**
6. Provide a hard copy (or uploaded) of the highlighted article (not included, -1%).

Article 2: Second Developmental Stage (8%)

1. Choose ONE *refereed-journal article* (e.g., journals such as Child Development, Developmental Psychology) to support your topic.
2. Write 1 to 2 sentences on how your topic will be focusing on this developmental stage and its importance. **(1%)**.
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Overall project (13%)

Incorporating all of the research components (class readings, two articles), students will write a 3 – 4 typed page summary of their research agenda.

Students will specifically discuss:

1. The chosen topic/issue across the two developmental stages **(1%)**.
2. Three links between the two articles (2% each link; **6%**).
3. How the second article extends the first. Do not just state the developmental stage (e.g., one is on infancy and the other examines adolescence) **(2%)**.
4. How the two articles relate to class readings **(2%)**.
5. Personal experiences in conducting the research project (positives and negatives) **(2%)**.

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5. Personal experiences in conducting the research project (positives and negatives) (**2%**).

Final Exam (30%). Final exam is from Chapter 9 onwards.

SUMMARY OF EVALUATION CRITERIA

Inline Quiz	**20**
Discussions	8
Major Project	**32**
Final Exam	**30**
Total Points	**100**

** **NOTE.** All assignments are due at the BEGINNING of class. Any assignments given during or after class will be considered LATE. All late assignments will receive a deduction of one point PER DAY. Late assignments will NOT be accepted after 1 week. To avoid deductions from assignments or to make-up missed exams, students MUST make arrangements with the PROFESSOR along with proper documentation BEFORE the due date. NO assignments will be accepted via email – hard copies or place in Dropbox in Courselink. Papers that are beyond page limit will NOT be read.

Drop Date

For regulations and procedures for Dropping Courses, see the
Undergraduate Calendar:

http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml