

Family Relations & Applied Nutrition  
University of Guelph  
FRHD\*1010 DE: Introduction to Human Development Online  
Instructor: Erin Watson, PhD(C)  
MINS 117

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Office hours: By appointment

TAs

David Green: [dgreen05@uoguelph.ca](mailto:dgreen05@uoguelph.ca) (Groups 12-16)

Taniesha Burke: [burket@uoguelph.ca](mailto:burket@uoguelph.ca) (Groups 6-11)

Maryam Motiaye Esfahani: [mmotiaye@uoguelph.ca](mailto:mmotiaye@uoguelph.ca) (Groups 1-5)

### 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 & OBJECTIVES

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.

### PROTOCOL 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 DISCUSSION area for the following questions:
  - a. 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, Erin by email. Please make sure that you identify what class you are in, who your TA is, and what group you are assigned to. 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 use the STUDY GROUPS DISCUSSION board that is set up for that.

4. I am in regular contact with all of the TAs. If there are issues or concerns to be addressed, I will post on the Courselink page as NEWS.

### 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 12 am Thursday to 11:59pm Friday, October 29<sup>th</sup> to 30<sup>th</sup> REMEMBER: YOU ONLY HAVE 45 MINUTES TO COMPLETE THE QUIZ ONCE STARTED!

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

Major Assignment - Research Paper Project (32%).

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 sentences 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 incurs a deduction of 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%)

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 incurs a deduction of 1%)

Overall project (13%)

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

Major Research Paper Project is due NOVEMBER 20, 2015 by 11:59pm

Final Exam (45%). Final exam is from Chapter 9 onwards.

#### SUMMARY OF EVALUATION CRITERIA

Online Quiz 15

Discussions 8

Major Project 32

Final Exam 45

Total Points 100

**\*\* NOTE.** 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 well BEFORE the due date. NO assignments will be accepted via email – assignments MUST be submitted via 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>