

Family Relations & Applied Nutrition
University of Guelph

FRHD*1010: Introduction to Human Development
Online

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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. Canadian Edition. 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

As this course is online, there may be times when more clarification is needed.

Please follow the following protocol:

1. Re-read the **ASSIGNMENTS (see navigation bar below the course name)**. If the answer is there, don't be offended but the TAs will refer you back to this location.
2. Read the News found on the **Course Home** (accessible from the top Navigation bar).
3. If you are still unclear, please read the posts in the DISCUSSION area (see top navigation bar above the course name).
 - **Weekly Discussions:** If you have questions about posting your weekly responses for Discussions, read the DISCUSSION- WEEKLY DISCUSSIONS section. If the answer is not there, post your question.
 - **Major Assignment - Paper:** If you have questions about the research paper, read the DISCUSSION-PAPER section. If the answer is not there, post your question.
 - **Major Assignment - Scrapbook:** If you have questions about the scrapbook, read the DISCUSSION-SCRAPBOOK section. If the answer is not there, post your question.

Please note that a TA will post the answer in 2 - 3 business days. Contact your TA and ask a specific question. Please allow 2 - 3 business days for a response. Make sure that you are specific about your question/concern.

4. If you have additional questions and a TA could NOT answer your question, please contact me, Prof. Chuang, email. Be sure to sign your name at the end of the email as well. I will respond in 2 – 3 business days.
5. There are Discussion Groups so please feel free to get assistance from your peers! Work together – it's all good!
6. ***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 COURSE HOME page as NEWS.
7. 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.
8. 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.
9. *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 is ONE non-cumulative online quiz on Chapters 1 to 8. You will have 45 minutes to complete 60 questions. Questions submitted after 45 minutes will NOT be accepted so make sure that you have a clock/timer!

Everything from the textbook will be on the Quiz. However, very detailed statistics will not be tested like choosing between 21% or 22% or 23%. Rather, questions may test statistics in a more wider range like 20% or 40% or 60%. Maximum choices will be up to D.

For researchers' names, only major theorists like Piaget may be tested.

You have a 48 hour window of time to complete the quiz: from Thursday at 12am to Friday at 11:59pm (Week 7).

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). If you are a Guelph student, we would prefer a HARD COPY as it does take a lot of time to download the projects.

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).

Hard copies of the scrapbook can be dropped off on, or mailed to, the campus and directed to Prof. Chuang, MINS 133D. Please check the news feed closer to the deadline for more specific instructions.

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 ONE individual who we will see grow up through the age stages. The individual should be fairly consistent throughout the scrapbook.

Here are the step-by-step instructions:

- Get your creative juices going!
- Choose **SIX** age stages (Chs. 2 – Epilogue) that you will be using for this project.
 - Conception to birth (Ch. 2)
 - Infancy & toddlerhood (Chs. 3 – 4)
 - Early childhood (Chs. 5 – 6)
 - Middle childhood (Chs. 7 – 8)
 - Adolescence (Chs. 9 – 10)
 - Emerging adulthood (Ch. 11)
 - Middle adulthood (Chs. 12 – 13)
 - Late adulthood (Chs. 14 – 15)
 - Death & dying (Epilogue)
- For each chapter, pick a specific age (e.g., Ch. 2, infancy, 1 month). If you choose the epilogue, pick an age at death.
- For EACH age stage, you will place **at least TWO** different human faces on each scrapbook page. The pictures must show the faces (no animation, no hand drawings).
- Finding pictures: (1) You can use personal pictures; (2) If online, google "free images" or "public domain and images."; and (3) You can cut them out of magazines.
- The two faces can be of different ages, do NOT have to illustrate the concepts you have chosen. However, it MUST be within the age stage that you have chosen.
- You must create a *Table of Contents* which will list each Chapter, the age stage, and the page number (-1% if not included). For example:
 - Chapter 6: Early childhood
- 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! For example, an extra age stage (with all of the requirements) is included.

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 **TWO** key terms (**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. For the **FIRST** page, please provide a “history”/story about the individual. This should be about 2 paragraphs, providing a family context. For example, what is the family structure? Who are the parent(s)? Extended family? What type of neighbourhood does the family live in?
2. What is the individual's cultural beliefs? Ethnicity? Showcase this in at least **TWO** places in the scrapbook. Depending on the individuals you use, this can be relevant for one or both individuals.
3. 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?
4. Focusing on **TWO** 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 age stage x 5)
- Fact Sheet: Definition/Explanation (2% x 5)
- Fact Sheet: Memory (example provided) (2% x 5)
- Family background/history (1%)
- Cultural component (1% x 2)
- Messaging (1% x 2)
- Overall presentation, writing, clarity: 2%
- No TA name, pieces not attached/secured: -1 point each

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 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, -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, -1%).

To ensure that the students are on track with the project expectations, the students will have the **OPTION** to submit a summary (as outlined above) of one referred-journal article. This is due in **Week 6**.

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%).

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 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>