



FRHD*1010DE Human Development Course Outline

Winter 2016
Department of Family Relations & Applied Nutrition
College of Social & Applied Human Sciences

Instructor Contact

Instructor Name: Jenny Glozman
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Course Information

Course Title: Human Development
Pre-Requisites: None
Co-Requisites: None
Restriction(s): Not available to Child, Youth & Family or Child, Youth & Family Co-op majors
Credits: 0.50
Course Website (If applicable): [CourseLink](#)
Method of Delivery: Distance Education, Fully Online

Calendar Description

This course is an introduction to the study of the development of the individual throughout the life cycle. Emphasis will be placed on the interrelationships between physiological, sociological and psychological aspects of normal human development.

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) and death. Various topical issues such as physical, cognitive, and socioemotional development will also be discussed.

Course Learning Outcomes

By the end of the course, you should be able to:

1. Basic theoretical approaches to development from a cultural perspective
2. Basic research methodologies and issues surrounding conducting research
3. Developmental stages of growth and development across the life-span
4. Developmental issues that affect parents, children, and extended family systems in varying multicultural and diverse societies
5. Current developmental research, practices, and policies

About Your Instructor

I am a sessional instructor at the University of Guelph, Ontario. I received my baccalaureate in Psychology at Queen's University, Ontario. At the Syracuse University, New York, I received a Master's in Marriage and Family Therapy. I then received my Doctorate in Family Relations and Human Development at the University of Guelph.

My lines of research include identity formation, ethnicity and culture, immigration and acculturation, sense of belonging, peer relationships, resilience, systems theory, and adolescent development.

I also work as an individual, couple, and family therapist in private practice in Etobicoke, Ontario. I work with diverse clients who are dealing with various life-cycle and relational issues, as well as other major transitions and mental health challenges. I have also conducted workshops on related topics in various contexts.

Method of Learning

This is a fully online course that differs in a number of ways from your typical university courses. The online environment provides you the flexibility to do your work at any location and whenever you have the time. However, there are deadlines for assignments that you must meet. You need to keep pace with the course on a weekly basis and submit your assignments according to the schedule set by your instructor.

Additionally, online learning requires you, the learner, to be self-directed and effectively regulate your own learning. In fact, one of the stated outcomes of this course is that you “demonstrate appropriate academic independence, personal organization and time management in completing assigned course tasks.” Managing your time effectively and avoiding procrastination are essential to success in the online environment and it is important for you to actively plan out when and where you will study the material on a weekly basis. Take the time at the beginning of the semester to develop a weekly schedule for engaging with the material in this course. As you progress throughout the course, check in with your schedule to make sure it is providing you with enough time to complete all the learning activities and assignments. If you are struggling to meet deadlines, be sure to alter your schedule or try out a new approach.

Reflective activities are a key component of this course. Reflective practices are used to help you gain further insight into the material by encouraging you to pay attention to how theories and values inform your everyday actions and perceptions. Throughout each of the units you will see the image below at various points. Next to the image will be a question or series of questions for you to consider or reflect upon. The intention of providing you these questions is to help guide your thinking and create specific opportunities for you to consider how the material presented in the course connects with different scenarios, cases, or everyday life. At times when you see this image you will be provided with a textbox below for you to write your own answer to these questions prior to seeing the instructor’s answer. Please note that while this reflective writing is a good opportunity for you to solidify your knowledge and compare your thinking to that of an expert in the field, the text you type will not save on the page if you return to it. The instructor’s answers to these questions, if applicable, will be available to you at any point in the course without you having to retype your own solution first.

In addition to the reflective questions that will be posed throughout the units, you will be required to write a series of reflection papers throughout the course. The intention of these papers is to help you deeply consider the concepts presented and consider the challenges those individuals, and those close to them, face.

Course Structure

The Course is organized into 11 Units:

Unit 01: Introduction to Human Development

Unit 02: Understanding Research Methods

Unit 03: Pre-Conception to Birth

Unit 04: Infancy

Unit 05: Early Childhood

Unit 06: Middle Childhood

Unit 07: Adolescence

Unit 08: Adulthood – Part 1

Unit 09: Adulthood – Part 2

Unit 10: Late Adulthood

Unit 11: Death and Dying

Learning Resources

Required Textbook(s)

Title: Invitation to The Life Span

Author(s): Kathleen Stassen Berger & Susan S. Chuang

Edition / Year: 2nd Canadian Edition, 2014

Publisher: Worth Publishers

ISBN: 978-1464141980

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120 ext. 53621](tel:519-824-4120)

Email: libres2@uoquelp.ca

Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction to Human Development

Required Reading

Textbook:

Chapter 1 (pp 1 – 33)

Activities & Assignments

Introductions

Lifespan Perspective

Theories of Development

Unit 01 Discussion: Application of Major Theories

Practice questions from the text

Schedule: Week 2

Unit 02: Understanding Research Methods

Required Reading

Textbook:

Chapter 1 (pp. 33 – 44)

Activities & Assignments

The Scientific Method in Action

The Basics of APA Style

Being a Researcher

Unit 02 Discussion: Being a Researcher

Practice questions from the text

Schedule: Week 3

Unit 03: Conception to Birth

Required Reading

Textbook:

Chapter 2

Activities & Assignments

Drinking Among Pregnant Women

The Cost of Infertility

Prenatal Care

Unit 03 Discussion: Folk Wisdom and Pregnancy, Fact or Fiction?

Practice questions from the text

Schedule: Week 4

Unit 04: First Two Years

Required Reading

Textbook:

Chapters 3 & 4

Activities & Assignments

Language Development in Infants

Social Development in Infants

Unit 04 Discussion: Applying Concepts

Practice questions from the text

Schedule: Week 5

Unit 05: Early Childhood

Required Reading

Textbook:

Chapters 5 & 6

Activities & Assignments

Gender Roles

Peers and Friends

Unit 05 Discussion: Sociocultural Theory of Cognitive Development

Practice questions from the text

Schedule: Week 6

Unit 06: Middle Childhood

Required Reading

Textbook:

Chapters 7 & 8

Activities & Assignments

Self-Esteem

Education

Learning with a Disability

Unit 06 Discussion: Bullying in Schools

Practice questions from the text

Schedule: Week 7

Unit 07: Adolescence

Required Reading

Textbook:

Chapters 9 & 10

Activities & Assignments

Youth Support

Revisiting Puberty

Adolescent Brain Development

Unit 07 Discussion: Crime and Delinquency

Practice questions from the text

Quiz (Chapters 1 to 8)

Schedule: Week 8

Unit 08: Adulthood – Part 1

Required Reading

Textbook:

Chapters 11 & 12

Activities & Assignments

Vocational Identity

Love

Unit 08 Discussion: Failure to Launch

Practice questions from the text

Schedule: Week 9

Unit 09: Adulthood – Part 2

Required Reading

Textbook:

Chapter 13

Activities & Assignments

Marriage and Divorce

Midlife Crisis

Grandparents

Unit 09 Discussion: Eldercare

Practice questions from the text

Schedule: Week 10

Unit 10: Late Adulthood

Required Reading

Textbook:

Chapters 14 & 15

Activities & Assignments

Attitudes Toward Aging

Perceptions of Older People

Wisdom and Aging

Unit 10 Discussion: Alzheimer's Disease

Practice questions from the text

Schedule: Week 11

Unit 11: Death and Dying

Required Reading

Textbook:

Epilogue

Activities & Assignments

Bereavement and Grief

Unit 10 Discussion: Honouring the Dead

Practice questions from the text

Schedule: Week 12

Course Wrap Up

Activities & Assignments

Major Assignment: Research Paper

Exam Preparation

Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Online Quiz	15%
Major Assignment: Research Paper or Scrapbook	32%
Discussions	8%
Final Exam	45%
Total	100%

Course Policies

Protocol for Contacting Professor and/or TA's

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, 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).
 - o 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.
 - o 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.
4. Please note that a TA will post the answer in 2 to 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.
5. If you additional questions, please contact me, Erin Watson by email. Be sure to indicate what class and group you are in, who your TA is and ensure to sign your name at the end of the email as well. I will respond in 2 – 3 business days.

6. There are Discussion Groups so please feel free to get assistance from your peers! Work together – it's all good!
7. ***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.

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm
Saturday: 10:00am – 4:00pm
Sunday: 12:00pm – 6:00pm

Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar.](#)

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website](#).

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph

students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.