

*Family Relations & Applied Nutrition*  
University of Guelph

## ***FRHD\* 1010: Introduction to Human Development***

Tuesdays 7:00 – 9:50 PM  
ROZH 101

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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.

**NOTE:** The major project is based on the required textbook and any use of other textbooks will be at **your own risk** (e.g., wrong page numbers will receive a deducted grade). If you want to use a different textbook, then it is your responsibility to compare that textbook with the required textbook.

\*NO discussions about alternative textbooks. At your own risk.

### **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.
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### **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 syllabus. If the answers to your questions are in the syllabus, the TA will refer you to the syllabus. All students are responsible for reading the syllabus.
2. If the answer to your question is not found in the syllabus, please read the posts in the DISCUSSION area for the following questions:
  - a. **Book of Knowledge Discussion:** If you have questions about the Book of Knowledge, read this section. If the answer is not there, post your question.
  - b. **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.
  - **NOTE: all questions must be posted by FRIDAY, MARCH 24 at 12 PM.** Any questions after this will not be responded to by a TA.
3. 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.
4. 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.
5. \*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 on 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**

**In-Class Tests (35%: 10% & 25%).** There will be TWO non-cumulative in-class tests. The first test will be worth 10% on Chapters 1 – 4, including class lectures. The second test will be worth 25% on Chapters 5 – 10, including class lectures. The exam dates are: **FEBRUARY 7 at 8 PM** and **MARCH 7 at 7 PM.** NOTE the difference of times for each test.

\* The time limit on the tests will be: 1.5 hours for Test 1, and 2.5 hours for Test 2.

**Major Assignment (35%).** Knowledge is POWER! As you read through the various life stages in the course, you will also have the opportunity to showcase your knowledge in a form of a Book of Knowledge. Similar to scrapbooking, use a scrapbook or make it by hand (dollar stores have a lot of great stuff!) or Powerpoint (which will need to be pdf'ed and printed for grading).

**HARD COPIES ONLY!**

This assignment can be done individually or as a group (MAX of 2 individuals). You decide!

The Book of Knowledge will be along the lines of a “quick snapshot” of the textbook. As an expert on human development, you are conveying important information to: parents, service providers, social policy makers.....You choose your audience. They are seeking your advice and so out of the almost 600 pages, what are key things that they should know? What will you remember when you finish this course?

Here are the step-by-step instructions:

1. Get your creative juices going! Maybe make this Book for a loved one!
2. Individual & Group: Choose THREE age stages
  - 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)
3. For each page, place TWO real faces that represents that age stage with a caption below of the specific (e.g., 18 months, 16 years). The two faces can be of one or two individuals BUT must be within that age stage (e.g., a picture of a 2 month old, and 8 month old). Add other relevant pictures if you want ☺
4. Finding pictures: you can use personal pictures or if online, google “free images” or “public domain and images,” and you can cut them out of magazines.

### **Knowledge Section**

5. For EACH age stage, there are two sections in the textbook: Body and Mind, and Psychosocial Development
6. For each section (e.g., Body and Mind), what are the most important facts? For each important fact: (1) describe each one (its terminology, e.g., attachment) and why is it

important to know; and (2) provide an example (scenario) so that the reader understands the concept.

- Individual: TWO important facts
  - Group: THREE important facts
7. For the three age stages: Add in “milestones” or “fun facts” that the reader should be aware of. For example, when should a baby start walking? When should a parent start getting worried if the baby is not walking yet? Be specific.
  8. Provide at least TWO per age stage. The more, the merrier (especially at the earlier age stages as milestones not being met may indicate some potentially serious issues).

### Other Components

9. You must create a *Table of Contents* which will list each Chapter, the age stage, and the page number (e.g., Ch. 3, infancy, 3) (-1% if not included).
10. The Book pages must be numbered.
11. Introduction page: With all books, there needs to be an introduction page so that the reader knows the purpose of the book (e.g., book is intended for young, first-time parents), and what to expect. This should be about one paragraph. Feel free to decorate the page to excite the reader (TA!) to read one!
12. Make sure that your name is on the project.
13. Make sure that everything is stapled/attached.
14. Up to one percent will be given to Books that have gone above and beyond!

To ensure that the students are on track with the project expectations, the students will have the OPTION to submit one book page. This is due on **JANUARY 31**.

### Grading Criteria:

Component	Individual	Group
Introduction	2 pt	Same
Age Stage, picture of face	1 pt x 3 stages	Same
Body & Mind	1 pt x 2 facts x 3 stages	1% x 3 facts x 3 stages
Body & Mind: Example	1 pt x 2 ex. x 3 stages	1% x 3 ex. x 3 stages
Psychosocial Development	1 pt x 2 facts x 3 stages	1% x 3 facts x 3 stages
Psychosocial: Example	1 pt x 2 ex. x 3 stages	1% x 3 ex. x 3 stages
Milestone/Fun fact	1 pt x 2 milestones x 3 stages	Same
Overall (writing, grammar)	3 pt	Same
<b>TOTAL</b>	<b>38 pt</b>	<b>50 pt</b>

NOTE: The points (38, 50 points) will be converted to 35% of the course.

Scrapbook Project is due on **MARCH 28 at 7 PM**.

**Final Exam (30%).** The final exam is non-cumulative, multiple choice (100 questions with 3 bonuses). The final exam is WEDNESDAY, April 19 from 7:00 PM.

***SUMMARY OF EVALUATION CRITERIA***

<b>In-Class Tests</b>	<b>35</b>
<i>Test 1</i>	<i>10</i>
<i>Test 2</i>	<i>25</i>
<b>Scrapbook Project</b>	<b>35</b>
<b>Final Exam</b>	<b>30</b>
<hr/> <b>Total Points</b>	<hr/> <b>100</b>

**\*\* 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 (e.g., 1 day late, 31 out of 32). 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 ONLY.

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Student Accessibility Services, 56208 or [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or [www.uoguelph.ca/csd](http://www.uoguelph.ca/csd). See Undergraduate Calendar (p. 27) at <https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/pdf/files/calendar.pdf>.

There will be no tolerance for academic misconduct. See Undergraduate Calendar (p. 28).

**Drop Date**

The last date to drop one-semester courses, without academic penalty, is Friday, March 10, 2017. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c03/c03-wintersem.shtml>

## CLASS READINGS & SCHEDULE

ATTENTION: There will be guest lecturers (TAs assigned to the class) in this course for two classes.

DATE	TOPIC	READING
January 10	Introduction	
17	The Science of Human Development	Chapter 1
24	From Conception to Birth The First Two Years	Chapter 2 Chapter 3
31	The First Two Years ~ <b>OPTIONAL: One Page Report</b> ~	Chapters 4, 5
February 7	Early Childhood ~ <b>START 8 PM: Test 1 (Chs. 1 – 4)</b> ~	Chapter 6
14	Middle Childhood	Chapters 7, 8
21	~ <b>Reading Week</b> ~	
28	Adolescence	Chapters 9, 10
March 7	~ <b>START 7 PM: Test 2 (Chs. 5 – 10)</b> ~	
14	Emerging Adulthood ~ <b>Group Time (8:30 PM - )</b> ~	Chapter 11
21	Adulthood	Chapters 12, 13
28	Late Adulthood ~ <b>Book of Knowledge Due</b> ~	Chapter 14, 15
April 7	Epilogue: Death and Dying Review for Final Exam (Chs. 11 – 15)	Epilogue