

Instructor/TA Info

Instructor Information

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Course Information

Description

This course on human development across the lifespan provides a basis for understanding the various changes that children, adolescents, and adults experience as they grow and develop. As a result of learning about these processes, we hope you will find additional ways that you can positively influence the lives of children and youth as a parent, family member, friend, teacher, or leader. Since God's work is the development of His children (see Moses 1:39), you can choose to follow His example by understand more about human development and seeking to help others have experiences that will bless them in their quest for eternal life. As you read, study, and ponder the concepts we discuss in the course, we hope you will feel the power of the ideas we are discussing and find application in your own life and as you prepare yourself for future opportunities both personally and professionally.

We hope you will love coming to class and that you will feel the Spirit often. Please take notes not only on course content, but on the impressions you may feel. While we cover broad ranges of information (physical, cognitive, and social/emotional development) for eight periods of the human lifespan, we hope to find many areas for discussion and practical application. Please come prepared each class period having read the materials so you can contribute your thoughts and ideas. Written assignments are aimed at helping you synthesize the information and apply course concepts to your own life.

Let's embark on this journey together. We hope that as you seek to invest in this course, you will also see that we are deeply invested in your learning process and hope to personalize it well to your specific needs. Know that we believe in your success and feel that you have come to this course for a reason. May you develop a strong passion for the subject and bring an inquiring mind to the life span study of human development.

Learning Outcomes

1. Basic developments and patterns across the lifespan

Students will understand and remember the basic developments that occur across the lifespan, the basic patterns of thought, emotion, and behavior characteristic of individuals at each stage of the lifespan, and the important individual and contextual influences on human development.

Measurement: Multiple choice and short essay questions.

2. Key concepts and theories

Students will understand the key concepts and theories that are predominant in the literature on human development.

Measurement: Multiple choice and short essay questions.

3. Communicate about human development

Students will be able to more effectively communicate verbally and in writing about human development.

Measurement: Research papers or other writing assignments.

4. Analyze and evaluate human development ideas

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about human development.

Measurement: Research papers or other writing assignments.

5. Apply knowledge of human development to real world

Students will be able to apply knowledge of human development to addressing real-world issues.

Measurement: Short writing assignments and in-class activities.

Materials

	Item	Price (new)	Price (used)
	<u>LIFE SPAN DEVELOPMENT 16E (3-HOLE)</u> - Required by SANTROCK, J	120.00	
	<u>LIFE SPAN DEVELOPMENT 16E</u> - Required by SANTROCK, J		

Classroom Procedures

COURSE REQUIREMENTS

The course assignments include textbook homework assignments submitted on Learning Suite (120 pts), two major papers (175 pts), and a midterm and final exam (200 pts). Grades for the course are based upon the percentage of total points earned on the grading scale posted on Learning Suite. All specific assignment information about each assignment will be posted on Learning Suite.

Textbook Assignments (10 pts. @ 12 = 120 points possible)

These assignments will be comprised of two parts which are to be completed after you have read the assigned reading from the textbook. The first part will be essay question(s) based on that week's chapter(s) from the textbook with no length requirement—simply answer the question completely. The second part will be your response in a 6-9 sentence summary of an application activity. The specific questions can be found in the assignment descriptions on Learning Suite. Type your answers in a single document file and submit to Learning Suite no later than Wednesday at noon. You may submit your assignment within 2 days of the due date for half credit. Submissions after this will not be accepted. Your lowest score will be dropped.

Major Papers (175 points possible)

The purpose of the two major papers is to help you synthesize information, apply course concepts to your own life, and improve your critical thinking and writing skills. The process is divided into smaller steps to assist you to do your best on the paper. For each of the following papers, follow APA format.

- **Passion Project (100 points).** To complete the Passion Project, select an area of study in human development you find particularly interesting. Use a library database to find a meta-analysis on the topic, then read at least three other related studies (possibly those listed in the reference list of the meta-analysis). Write a 4-5 page double-spaced paper summarizing your findings. Prepare a 5-minute oral presentation of your information to present to the class on your assigned presentation due date. This assignment is divided into the following steps:

- **Step 1:** (5 pts) Select your intended presentation date and submit your research topic and question to Professor Wood no later than Sep 21
 - **Step 2:** Hold a research conference via Skype with Professor Wood at least 2 weeks before your oral presentation
 - **Step 3:** (35 pts) Give your oral presentation in class on your scheduled date
 - **Step 4:** (60 pts) Submit your written paper **by midnight of your presentation date**
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- **Child Observation (75 points).** The purpose of the child observation is to give you an opportunity to observe a child (13 years old or younger) for 1½ hours to study the current developmental level of the child and report on your results. Submit a plan for your visit, the observations you will make, and the questions you might ask of the child's caregiver. Submit a 4-5 page double-spaced paper divided into the three sections (physical, cognitive/language, and social/emotional) sharing at least 3 characteristics observed and your evaluation of the child's progress in each area. This assignment is divided into two steps as follows:
 - **Step 1:** (15 pts) Submit your observation plan for the child, setting, activities, and questions
 - **Step 2:** (60 pts) After completing your observation, write your findings

Midterm and Final Exam (2 exams @ 100 points = 200 points possible)

The midterm and final exam will consist of 25 multiple-choice questions, 4 required essay questions, and 1 optional extra-credit essay question. The essay questions will be selected from the textbook homework assignments. The extra credit essay question will not be explicitly given ahead of time, thus students consistently attending lectures will likely have an advantage in being prepared. Study guides will be provided for the multiple-choice portion of the exam. The midterm will cover chapters 1-10, while the final exam will cover chapters 11-20.

Assignments

Assignment Descriptions

Ch. 2-3

Sep
13

Due: Wednesday, Sep 13 at 11:59 pm

Answer each of the following essay questions completely:

- a) Define shared and nonshared environmental experience. Provide an example of each and point out how that example exemplifies the concept?
- b) Define a teratogen and illustrate your answer with an example. List at least six teratogens one should avoid during pregnancy.

Lastly, talk with a mother who has given birth about her experience. Describe your experience in 6-9 sentences. All answers should be submitted in a single document file to Learning Suite.

Ch. 4-5

Sep
20

Due: Wednesday, Sep 20 at 11:59 pm

Answer each of the following essay questions completely:

- a) Define gross and fine motor skills, and give an example of each.
- b) What is child-directed speech? What are some other strategies adults use to increase infants' acquisition of language?

Lastly, Find a YouTube video that shows typical infant characteristics to share. Describe why you chose this video in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Passion Project Plan

Sep
21

Due: Thursday, Sep 21 at 11:59 pm

Submit a paragraph to Learning Suite describing your **research question**, a **working thesis statement** (which "answers" your research question), and **what you plan to convey in the body of your paper**. State your intended presentation date.

Ch. 6

Sep
27

Due: Wednesday, Sep 27 at 11:59 pm

Answer the following essay question completely:

a) Briefly describe the four phases of attachment as identified by John Bowlby. What do you feel good caregivers do to promote attachment with an infant?

Lastly, list five characteristics of the person to whom you are most closely attached.

All answers should be submitted in a single document file to Learning Suite.

Ch. 7

Oct
04

Due: Wednesday, Oct 04 at 11:59 pm

Answer the following essay question completely:

a) What is the zone of proximal development (ZPD)? What are its lower and upper limits? How can one use peer scaffolding to teach children mathematics within the zone?

Lastly, observe a preschool child (in the home/park/mall, etc.) and make two developmental notes. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Ch. 8

Oct
11

Due: Wednesday, Oct 11 at 11:59 pm

Answer the following essay question completely:

a) Why are young children's self-descriptions typically unrealistically positive? What do you feel caregivers should do to help children maintain a positive regard for self?

Lastly, reflect on a General Conference talk related to developmental processes. Describe this connection in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Child Observation Plan

Oct
12

Due: Thursday, Oct 12 at 11:59 pm

Describe your observation plan for the child, setting, activities, and questions. This should be about 1-2 pages double-spaced.

Ch. 9-10

Oct
18

Due: Wednesday, Oct 18 at 11:59 pm

Answer each of the following essay questions completely:

- a) According to Robert J. Sternberg, which type of intelligence in students is most likely to be favored in conventional schooling?
- b) Define self-efficacy. How do children with low self-efficacy for learning differ from children having high self-efficacy for learning?

Lastly, talk to a parent/teacher of an 8-12 year old child about teaching this age group. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Ch. 11

Oct
25

Due: Wednesday, Oct 25 at 11:59 pm

Answer the following essay questions completely:

- a) In 1989, the Carnegie Corporation issued an extremely negative evaluation of U.S. middle schools. They made several recommendations for how to improve schools. Imagine you are a middle school principal and can institute any changes you want.

Based on these recommendations what kind of things would you do to create more effective schools for adolescents? Discuss at least 4 ideas based on the research.

- b) Ask a teen what is like to be a teen in today's world. Describe two ideas and your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Midterm Exam

Oct
27

Due: Friday, Oct 27 at 9:00 pm

The midterm exam will consist of multiple-choice questions, short answer questions, and essay questions. The midterm will cover chapters 1-10.

Ch. 12

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Answer the following essay questions completely:

- a) What determines an individual's identity status according to James Marcia? Which status of identity would be most closely linked to an authoritarian style of parenting? Explain.
- b) Reflect on the most formative experience you had in your adolescence. Describe in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Ch. 13

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

Answer the following essay questions completely:

- a) Discuss the impact of working while in college. State both potential pros and cons.
- b) Ask a friend about their philosophy on building a healthy romantic relationship. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Child Observation Final Paper

Nov

Due: Thursday, Nov 09 at 11:59 pm

Observe a child (13 years old or younger) for 1½ hours to study the current developmental level of the child and report on your results.

Submit a 4-5 page double-spaced paper divided into the three sections (physical, cognitive/language, and social/emotional) sharing at least 3 characteristics observed and your evaluation of the child's progress in each area.

Use APA format.

Ch. 14

Nov
15

Due: Wednesday, Nov 15 at 11:59 pm

Answer the following essay questions completely:

- a) Briefly describe the three major types of love.
- b) Write a note of thanks in 6-9 sentences to someone who has helped you in life.

All answers should be submitted in a single document file to Learning Suite.

Ch. 15-16

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

Answer each of the following essay questions completely:

- a) Distinguish between crystallized intelligence and fluid intelligence with examples. Explain how they change in middle adulthood.
- b) Identify and discuss the seventh stage of Erikson's psychosocial life-span development perspective. Provide examples to illustrate your point.
- c) Ask a middle-aged adult about what's important to them that wasn't so much earlier in their life. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Ch. 18-19

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

Answer each of the following essay questions completely:

- a) What are the important factors influencing depression in older adults?
- b) What is ageism? What are the typical effects of ageism?
- c) Ask an older relative about their favorite holiday customs and why they love it. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Passion Project Final Paper

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Select an area of study in human development that you find particularly interesting and become familiar with **four to five scholarly articles** on the topic (**three of which must be peer-reviewed**). An efficient approach is to use a library database to find a meta-analysis and then study three to four other articles from the reference list of that meta-analysis. Synthesizing pertinent information from the literature, write a **five-page, double-spaced paper summarizing findings and supporting your thesis statement**. Use APA format (including title page, running head, introduction, section headings, conclusion, and references with proper in-text citation).

This must be submitted by midnight of your oral presentation.

See *APA Formatting and Style Guide at OWL Purdue (Online Writing Lab)*:

(<https://owl.english.purdue.edu/owl/resource/560/01/>) (<https://owl.english.purdue.edu/owl/resource/560/01/>)

Passion Project Oral Presentation

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Five (5) points will be awarded if you held a **research conference** via Skype, telephone, or in-person interview (1007 SWKT, BYU-Provo Campus) with Professor Wood at least **two weeks prior to your presentation**.

Twenty (20) points will be awarded for your **in-class, oral presentation**.

Ch. 17 & 20

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Answer each of the following essay questions completely:

- a) What is the "invisible epidemic" among older adults in the United States?
- b) Define euthanasia. Describe the two types of euthanasia.
- c) Talk with someone about grieving who has recently suffered a loss. Describe your experience in 6-9 sentences.

All answers should be submitted in a single document file to Learning Suite.

Final Exam

Dec
21

Due: Thursday, Dec 21 at 7:40 pm

The final exam will consist of multiple-choice questions, short answer questions, and essay questions. The final will test materials from chapters 11-20.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report>

(<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however

inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics for Discussion	Readings and Assignments
Week 1		
Th Sep 07 Thursday	COURSE INTRODUCTION Life Span Development Perspectives Theoretical Foundations	Santrock, Chapter 1
Week 2		
W Sep 13 Wednesday		Ch. 2-3
Th Sep 14 Thursday	BEGINNINGS Biological Beginnings Prenatal Development and Birth Spark: Connecting with Careers: Clinical Psychologist (p. 99). How could you help someone struggling with postpartum depression?	Santrock, Chapters 2-3
Week 3		
W Sep 20 Wednesday		Ch. 4-5
Th Sep 21 Thursday	INFANCY, PART 1 Physical Development Cognitive Development	Santrock, Chapters 4-5 Passion Project Plan
Week 4		
W Sep 27 Wednesday		Ch. 6
Th Sep 28 Thursday	INFANCY, PART 2 Socioemotional Development Attachment Spark: Connecting Development with Life (p. 180) How do you think your own baby's temperament would influence your parenting?	Santrock, Chapter 6
Week 5		
W Oct 04 Wednesday		Ch. 7
Th Oct 05 Thursday	EARLY CHILDHOOD, PART 1 Physical Development Cognitive Development	Santrock, Chapter 7
Week 6		

W Oct 11 Wednesday		Ch. 8
Th Oct 12 Thursday	<p>EARLY CHILDHOOD, PART 2</p> <p>Educational Practices</p> <p>Socioemotional Development</p> <p>Spark: Connecting Through Research (p. 242): How does the emotional connection between adults and children make a difference in developmental pathways?</p>	<p>Santrock, Chapter 8</p> <p>Child Observation Plan</p>
Week 7		
W Oct 18 Wednesday		Ch. 9-10
Th Oct 19 Thursday	<p>MIDDLE & LATE CHILDHOOD</p> <p>Physical & Cognitive Development</p> <p>Socioemotional Development</p>	Santrock, Chapters 9 & 10
Week 8		
T Oct 24 Tuesday		Midterm Exam Opens
W Oct 25 Wednesday		Ch. 11
Th Oct 26 Thursday	<p>ADOLESCENCE, PART 1</p> <p>Physical Development</p> <p>Cognitive Development</p> <p>Spark: Connecting through Research (p. 360). What can family members do to reduce the likelihood of addictions?</p>	Santrock, Chapter 11
F Oct 27 Friday		Midterm Exam Closes
Week 9		
W Nov 01 Wednesday		Ch. 12
Th Nov 02 Thursday	<p>ADOLESCENCE, PART 2</p> <p>Socioemotional Development</p> <p>Rearing Adolescents</p>	Santrock, Chapter 12
Week 10		
W Nov 08 Wednesday		Ch. 13
Th Nov 09 Thursday	<p>EARLY ADULTHOOD, PART 1</p> <p>Physical Development</p> <p>Cognitive Development</p> <p>Spark: Connecting Development to Life (p. 424) When have you experienced flow and how do you increase these opportunities?</p>	<p>Santrock, Chapter 13</p> <p>Child Observation Final Paper</p>
Week 11		
W Nov 15 Wednesday		Ch. 14
Th Nov 16 Thursday	<p>EARLY ADULTHOOD, PART 2</p> <p>Socioemotional Development</p> <p>Relationship Formation</p>	Santrock, Chapter 14

Week 12		
W Nov 22 Wednesday	No Classes	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
W Nov 29 Wednesday		Ch. 15-16
Th Nov 30 Thursday	<p>MIDDLE ADULTHOOD</p> <p>Physical and Cognitive Development</p> <p>Socioemotional Development</p> <p>Spark: Connecting Development to Life (p. 481). How does religion and spirituality improve coping with life's difficulties?</p>	Santrock, Chapters 15 & 16
Week 14		
W Dec 06 Wednesday		Ch. 18-19
Th Dec 07 Thursday	<p>LATE ADULTHOOD</p> <p>Cognitive Development</p> <p>Socioemotional Development</p>	<p>Santrock, Chapters 18 & 19</p> <p>Passion Project Final Paper</p> <p>Passion Project Oral Presentation</p>
Week 15		
W Dec 13 Wednesday		Ch. 17 & 20
Th Dec 14 Thursday	<p>ENDINGS</p> <p>Physical Development in Late Adulthood</p> <p>Death, Dying, and Grieving</p> <p>Spark: Connecting Development to Life: How do you communicate effectively with an aged or dying person?</p>	Santrock, Chapters 17 & 20
Week 16		
Th Dec 21 Thursday	<p>Final Exam:</p> <p>402 SLC</p> <p>5:15pm - 7:40pm</p>	Final Exam