HDF 200 Life Span Development I

Summer 2024

Instructor: Julianna C. Golas

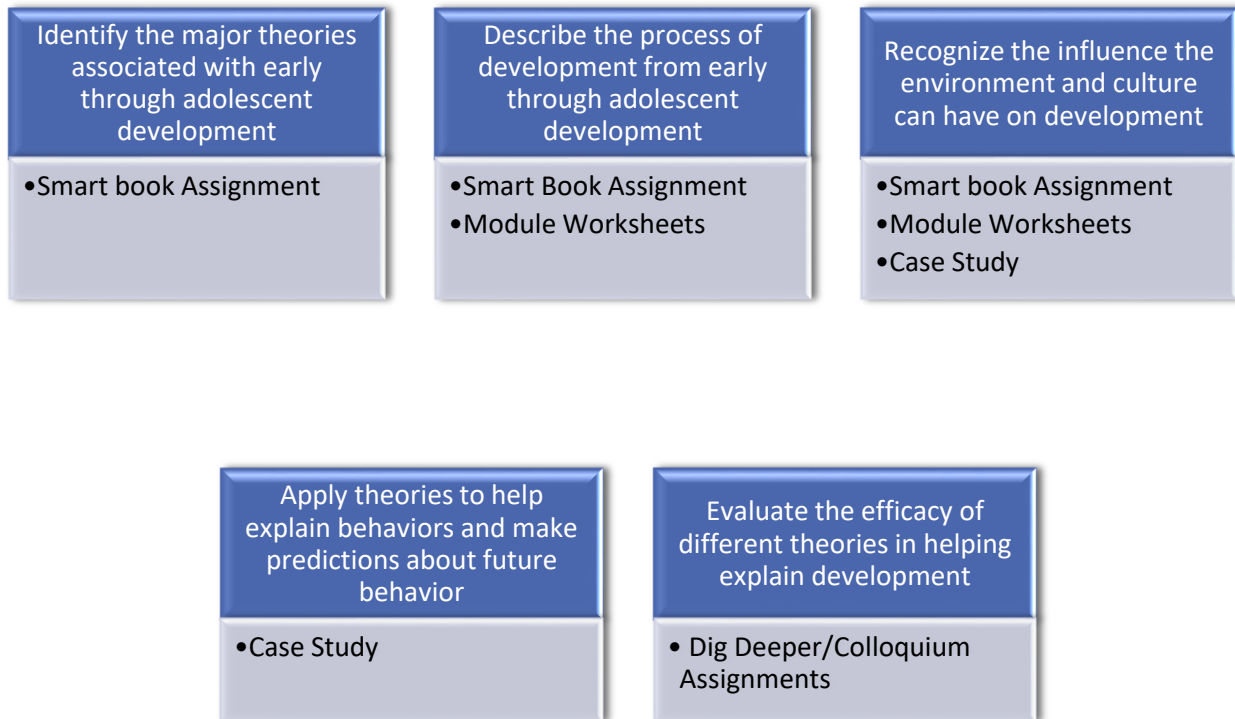**jgolas@uri.edu**

Course Description:

Welcome to HDF 200 where you will explore the physical, social, cognitive, and emotional growth and development from the pre-natal stage, up through early adolescence. We will use a developmental, and systems lens to help better understand contemporary issues and policies that impact children and families. This course is a required course for the HDF major and for the Certified Family Life Educator Certificate.
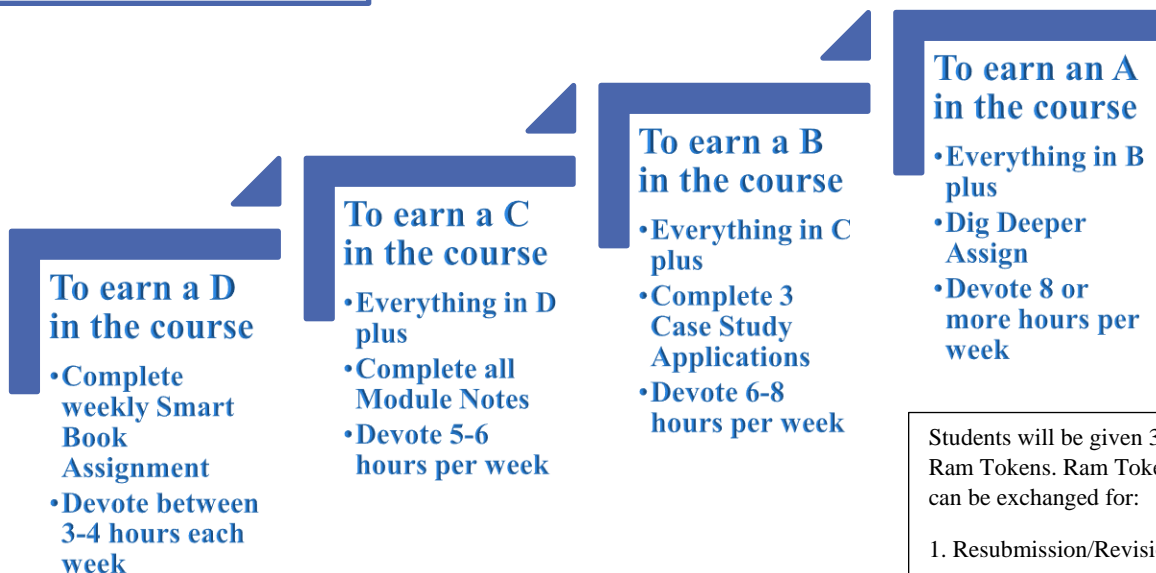
IDEA Objectives Related to the Course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem-solving, and decisions)

Course Objectives:

The purpose of this course is to have students learn and apply course materials to everyday situations that are influential to human development from the time of conception until early adolescence. In meeting this objective, theories explaining the cycles of human development will be examined. Students will also learn how biological, social, and cognitive factors interact to shape human development. The boxes below outline the specific class goals and how you will be assessed regarding your ability to meet those goals.

Identify the major theories associated with early through adolescent development

- Smart book Assignment

Describe the process of development from early through adolescent development

- Smart Book Assignment
- Module Worksheets

Recognize the influence the environment and culture can have on development

- Smart book Assignment
- Module Worksheets
- Case Study

Apply theories to help explain behaviors and make predictions about future behavior

- Case Study

Evaluate the efficacy of different theories in helping explain development

- Dig Deeper/Colloquium Assignments

GRADING STAIRS

To earn a D in the course

- Complete weekly Smart Book Assignment
- Devote between 3-4 hours each week

To earn a C in the course

- Everything in D plus
- Complete all Module Notes
- Devote 5-6 hours per week

To earn a B in the course

- Everything in C plus
- Complete 3 Case Study Applications
- Devote 6-8 hours per week

To earn an A in the course

- Everything in B plus
- Dig Deeper Assign
- Devote 8 or more hours per week

Students will be given 3 Ram Tokens. Ram Tokens can be exchanged for:

1. Resubmission/Revision

2. Extension for late submission

Ram tokens are grade amplifiers. If you have 2 or more tokens at the end of the semester, your grade is boosted to a +. If you use all your Ram tokens, your grade is reduced to a minus.

How this class works:

This class uses a concept called Specifications Grading or Specs Grading. Specs Grading is an assignment-based pass/fail grading system. Higher grades are earned when students complete additional and more advanced work that aligns with higher-order learning goals. At the most basic level, and in order to earn a D grade in the course, students must complete all Smart Book Assignments. Students who want a C-level grade must do the Smartbook work and complete weekly Module Notes. Those students looking to earn a B-level grade must do all of the above assignments, plus complete 3 Case Study Analyses. Students looking to earn an A in the course, will complete all of the work at the B level and participate in an application group assignment.

Specifications Grading gives you autonomy over your grade. You are the one who decides how much time and effort you want to devote to the class, and what grade you want to earn. If you look at the Grading Stairs at the start of the syllabus, you will see the approximate amount of time you will need to devote to the class each week, in order to earn your desired grade. The Course Calander will tell you exactly what assignments are due depending upon which grade you want to earn.

Course Basics

Texts and Readings:

All students are required to purchase the McGraw Hill Connect, Lifespan Development, 18th Ed. by John Santrock. You must get the Connect book (not the ebook, or the hard copy text). A hard copy is available if you prefer to read a hard copy text, but you must get Connect access to complete the Smartbook assignments. Information on the textbook can be found in the Start Here Module.

Additional smaller readings or videos will be posted in the weekly modules.

Ram Tokens:

It is certainly understandable and even expected that "stuff" might happen and get in the way of you devoting the time you need each week for the successful completion of assignments. This class has a safety net that you can use for "do-overs" or "extensions". Each student will be given 3 Ram Tokens. Ram Tokens can be used for the following:

1. **Re-do an assignment that did not meet the criteria and was not accepted for credit**. It is up to each student to check the feedback on module notes and case study assignments to see if your assignment was accepted for credit. If an assignment was not accepted, the feedback will explain the shortcomings and students can resubmit the assignment in the respective assignment tab. A Ram Token will be deleted from your account upon re-submission.
2. **Submit an assignment up to the last day of class**. Students can submit any missing or late assignments for full credit up until Sunday, July 30th at 11:59 pm. A Ram Token will be deleted from your account upon submission.

If you have at least 2 Ram Tokens remaining at the end of the semester your letter grade will be boosted to a + (i.e. B+, C+). If you have used all of your Ram Tokens by the end of the semester, your grade will be reduced to a – (i.e. A-, B-).

Smart Book Assignments:

All students in order to earn a passing grade in this course must purchase the McGraw Hill Connect, Lifespan Development, 18th Ed. by John Santrock. Each week you will need to read the assigned chapters and complete the corresponding Smartbook assignment. Each chapter and smartbook questions take approximately 60-90 minutes to complete. You will typically be assigned 3 chapters and corresponding Smartbook Assignments each week. The Smartbook Assignments are a series of questions that assess your knowledge of key concepts covered in the chapter. You will continue to be checked on key concepts until you achieve mastery. The Smartbook text will continue to quiz you on concepts that you are struggling with and you will be redirected to repeat sections until you get the concept questions correct. You must complete the Smartbook until you earn 100% mastery. Any grade under 100% will not be considered complete. If you are unable to obtain 100% mastery by the due date, you will need to contact me to reopen the chapter. You can use Ram Tokens for an extension to complete chapter work. In order to pass the class, students must have 100% mastery of all of the chapter work assigned. Even if you have completed some of the work at the higher level grading structure, you will be unable to pass the class without having a basic knowledge of theories and developmental milestones across the covered age spans.

Note: It is possible to randomly guess the smartbook concept questions and never actually read the text. This "shortcut approach" is shortsighted and will be frustrating for you, as the text will keep quizzing you on concepts that you answer wrong. Additionally, I have access to the Connect e-book which records your engagement with the material. In other words, I can tell who is cheating and who is truly engaging with the material. More importantly, this shortcut method cheats you out of gaining valuable knowledge that you will need to complete the module notes and case study assignments. The information covered in the Smartbook work is foundational and if you are an HDF student, you will be expected to recall this information in your upper-level courses.

Module Notes:

Students who want to earn a C or better in the course must complete the Smartbook work and will complete the Module Notes each week. The Module Notes will guide you through a series of small videos and/or additional readings that will be related to a series of short answer style questions. Module Notes are graded on a pass/revise basis. To receive credit, students must answer *all* of the questions in grammatically complete sentences. Each response should make a direct reference to the related reading or video that was assigned and should have a consistent target to exceed 100 words. Occasionally a question will have parts (a, b, c). Please note that each part does not need to exceed 100 words, but the cumulative wording for all the parts should be about 100 words. Imagine your audience for the response is an uninformed reader, and your goal is to explain important concepts to this reader. *All* questions on the module notes must be answered and must meet the criteria below to receive a passing grade.

- Response meets or exceeds the 100-word minimum.
- A clear point is made and explained with enough information so that an uninformed individual can understand. Imagine that you are speaking to a friend, sibling, or parent who has never taken a child development course. You must provide context, definitions, and explanations so that the reader can fully understand your response.
- Examples and/or direct reference to the reading/video is included.
- Response includes a reference to theory and/or a developmental milestone.

Feedback on the module notes will either indicate that the criteria were met (10 points on Brightspace) or that the module notes were not accepted for credit (0 points on Brightspace). No partial credit is awarded for this assignment. If a student wants to earn at least a C grade or better in the course, all module notes must be accepted for credit. Students can and should revise any assignments that do not meet the criteria. Feedback will be provided to direct the student to any responses that fell short. Students should always read the feedback and can use a Ram token for a do-over to adequately address missing criteria. Revisions can be uploaded directly into the respective assignment tab as soon as they are complete and a Ram token will be reduced from the student's account. Students are encouraged to address revisions immediately but have until Sunday, July 30th at 11:59 pm to submit final revisions (no extensions beyond that date will be provided). Please note, that just because you submitted a revision, does not mean it will be accepted for credit. Students who hand in an assignment by the final due date risk the assignment not being accepted for credit and may receive a lower grade than they had anticipated.

Case Study Assignments:

Students who are looking to earn a B or better in the class must complete the Smartbook Work, Module Notes, and complete 3 Case Study Assignments. Case Study Scenarios will be provided in the weekly modules starting in Week 3. All the information about the Case Study family, as well as questions that need to be addressed in the Case Study paper, will be provided. Case study papers generally run between 4-6 pages each (not including the questions). Students should use Times New Roman, 10-12 point font, double spaced, left justified 1 in-margins to format their case study papers. Your goal is to adequately address each of the case study prompts, rather than meet page limits. I give students the approximate page limits simply as a guide. The purpose of the Case Study Assignments is to see how well you can apply information that is learned through deep engagement with the readings and materials posted in the weekly modules. Case Study Assignments require a higher level of thinking, and it is more challenging to earn a meets-the-standard grade. Case study responses should always include a reference to theory and/or developmental milestones. Case Study responses may require you to find additional resources and information beyond what is provided to best respond to the prompts. Students are expected to provide in-text citations within their Case Study. In-text citations should attempt to approximate correct APA formatting. APA requires that you insert the author and date either as an end-of-sentence parenthetical citation or within the sentence narrative. See APA Style for guidance.

IMPORTANT: Please note, no quoting is allowed in Case Study responses. The purpose of the Case Studies is to see how well students can apply key developmental information to unique situations and be

able to explain the information in their own words. Students should summarize or paraphrase information rather than using verbatim quotes while still providing a citation to the original source. See info [here](#) on how to paraphrase or summarize.

Dig Deeper/Colloquium:

Students who want to earn an A in the class will complete all of the above readings, module notes and case study assignments, plus they will complete 3 Higher Level Colloquium Assignments that will allow them to Dig Deeper into some relevant topics. The Colloquium/Dig Deeper Assignments will be focusing on how *Poverty* and *Growing Up with a Disability* can impact Development.

Students who want to earn an A grade will spend between 8 and 10 hours each week on all of their work. The Colloquium/Dig Deeper assignments are a series of articles and videos. Students can learn more about the A level work by viewing the "How to Earn an A Grade Module and Instructional Video".

Course Calendar and Schedule:

Week 1 The Lifespan Perspective and Biological Beginnings:

Grade	Smart Book Work	Module Notes	Case Study	Dig Deeper
D grade	Chap 1 and 2			
C grade	Chap 1 and 2	Module Notes Week 1		
B grade	Chap 1 and 2	Module Notes Week 1	No Case Study this week	
A grade	Chap 1 and 2	Module Notes Week 1	No Case Study this week	Review the Instructional video on "How to earn an A"

Week 2 Infant Development:

Grade	Smart Book Work	Module Notes	Case Study	Dig Deeper
D grade	Chap 4, 5 and 6			
C grade	Chap 4, 5 and 6	Module Notes Week 2		
B grade	Chap 4, 5 and 6	Module Notes Week 2	No Case Study is due	
A grade	Chap 4, 5 and 6	Module Notes Week 2	No Case Study is due	Consider completing Part 1a, b, and c of Poverty Task

Week 3 Early Childhood:

Grade	Smart Book Work	Module Notes	Case Study	Dig Deeper
D grade	Chap 7 and 8			
C grade	Chap 7 and 8	Module Notes Week 3		
B grade	Chap 7 and 8	Module Notes Week 3	Case Study 1	
A grade	Chap 7 and 8	Module Notes Week 3	Case Study 1	Consider completing Parts 1a, b, and c of Disability Task

Week 4 Middle and Late Childhood:

Grade	Smart Book Work	Module Notes	Case Study	Dig Deeper
D grade	Chap 9 and 10			
C grade	Chap 9 and 10	Module Notes Week 4		
B grade	Chap 9 and 10	Module Notes Week 4	Case Study 2	
A grade	Chap 9 and 10	Module Notes Week 4	Case Study 2	Draft Final essay

Week 5 Adolescent Development:

Grade	Smart Book Work	Module Notes	Case Study	Dig Deeper
D grade	Chap 11 and 12			
C grade	Chap 11 and 12	Module Notes Week 5		
B grade	Chap 11 and 12	Module Notes Week 5	Case Study 3	
A grade	Chap 11 and 12	Module Notes Week 5	Case Study 3	Finish Final Essay

Additional Information:

Disability Services: Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 874-2098. Click here to access the Disability Services Webpage

Please note that there are no timed assessments in this class, leaving you the ability to plan and prepare for how long you will need each week to devote to assignments. See the Grading Stairs on Page 2 of the syllabus for guidance on how many hours you should be devoting to the class in order to earn the desired grade. This can help you plan accordingly. I am happy to meet with students who want some extra guidance in creating routines and schedules to complete required weekly work.

ACADEMIC ASSISTANCE

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Tutoring, and The Writing Center. To learn more about any of these services, please visit web.uri.edu/aec or call 401-874-2367 to speak with reception staff.

STUDENT HARDSHIP

Are you or someone you know experiencing a hardship, such as at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. Rhody Outpost provide URI students who are food insecure with emergency food services and resources. Rhode Outpost is housed in St. Augustine's Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com or 401-874-2568. Please contact the Office of Vice President for Student Affairs at 401-874-2427 for help with emergency housing.

MENTAL HEALTH SUPPORT

The University recognizes that academic success is predicated on healthy well-being. Over the past 5 years many faculty and staff have participated in Mental Health First Aid training. Faculty and staff members who have taken the training are nationally certified Mental Health First Aiders who are empathetic and caring individuals who can assist you if you are experiencing distress related to your mental health and help you seek appropriate professional help. First Aiders also recognize that sometimes you just need someone to talk to, in order to get back on track. First Aiders can be identified in their signature line in an email, a stuffed Koala on their bookshelf, or their certification posted on their wall.

I am a Mental Health First Aider, and was a trainer. My door is always open to students. Please reach out and know that how you feel today does not need to be how you feel tomorrow. There is help and support available.