

UNIVERSITY OF VERMONT  
COLLEGE OF EDUCATION AND SOCIAL SERVICES  
DEPARTMENT OF INTEGRATED PROFESSIONAL STUDIES  
HUMAN DEVELOPMENT & FAMILY STUDIES PROGRAM

1:00 – 2:15 Tues &amp; Thurs

Marsh Life Sciences 235

Code 90277

**INSTRUCTOR:**

Lawrence G. Shelton  
Living/Learning Center C-150  
656-2008  
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**GRADUATE TEACHING FELLOW:**

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**DESCRIPTION:**

HDFS 005 is a survey of normal development from conception through death. We will look at physical, intellectual, and interpersonal changes across the life cycle. We will examine the major influences on development and the relationships among the several aspects of development.

**TEXT:** Papalia, D. E., Olds, S. W., & Feldman, R. D. [2009]. Human Development, [11th ed.]. New York: McGraw Hill.

**REQUIREMENTS:**

1. Attendance and Participation:  
Each student is expected to attend class sessions and to participate appropriately in discussions and exercises.
2. Three examinations, on 30 September and 02 November at the regular class time, and at 7:30 a.m. on Thursday, 16 December. Locations for the exams will be announced in advance. All three examinations are required. Note that the final exam is late in the exam period. It will not be given early, so plan your end of semester travel to allow you to take the exam on the 16<sup>th</sup>.
3. A course evaluation is to be filled out near the end of the semester.

**GRADES:**

Three examinations will be given, one at the end of each unit. Each exam will include multiple choice and short essay questions covering the material of that unit and its connections to previous units. Study questions and review sessions will be provided for each unit.

Grades will be based on total points accumulated on the three examinations and on several optional exercises. All three exams must be taken to pass the course. The first two exams will include approximately 80 points each, the final 110 points. A distribution of total scores will be constructed, and I will then assign letter grades to sections of the distribution. [Do not waste time calculating the percentage of possible points you have obtained. Percentages mean nothing in HDFS 5.]

**OFFICE HOURS:**

Devon Voake will have office hours **Monday, 11:00 – 12:15** and **Wednesday, 4:15 -- 5:30**, in Living/Learning C-150. You may consult with her during these times, or by appointment. She also can be reached by e-mail and telephone at the numbers listed on page 1. E-mail is usually faster than phone-mail.

I do not post regular office hours, in recognition that we all have different schedules and we value flexibility. But I do want to meet with you. To make an appointment with me, please e-mail me or call and speak with me or leave a clear message on my phone-mail [I make my own appointments]. Indicate the times in your schedule when you might be free to meet.

**RESOURCES:**

1. **Devon and I** are available to help you figure out how to learn the material of the course. Please don't hesitate to ask us for whatever assistance you may need. We may not be able to provide everything, but we will do what is possible.
2. There is a **study guide** for the text on reserve in Bailey/Howe Library. It is: Skinner, P., [2009], Study guide for use with Human Development [11th edition]. New York: McGraw Hill. I have no idea whether it is useful or not, but there it is. If you consult it, let me know what you think of it. The call number is ZZZ 108.
3. There is a **website** for the course, which includes the syllabus, outline, copies of the overheads, study questions, **MP3 recordings of the lectures**, and other information. Particular attention should be paid to the pages that summarize the **Main Points** of the course, **Study Questions**, and the **Guide to Reading the Text**. Materials will be posted on the site periodically through the semester, so you will want to **bookmark it** and log on regularly at <http://www.uvm.edu/~hdfs5/>. If you want to print the materials, choose the printer-friendly option at the bottom of the page. Note that this is an open web site, not on BlackBoard.

**OTHER NEEDS:**

If you have any special needs to support your learning or performance in this class, please let me know, so we can try to implement them. If you need to sit up front, use a tape recorder, have other students take notes for you, or take the exams in a quiet place, please arrange to do so. **The Learning Coop** in Living/Learning offers workshops on study skills and taking multiple-choice exams. Check their schedule now at <http://www.uvm.edu/~learnco/>, and take advantage of their opportunities. **Tutors** for this course can be found through the Learning Coop as well. If you work with the **ACCESS Office**, please talk with us now; don't wait until an official letter is ready for you.

**REVIEW SESSIONS:**

At the end of each unit, Devon and I will conduct review sessions. Times and places will be announced as they are scheduled. We will not present new material in these sessions, but will answer questions and try to clear up any confusion you may have about the material. It will be helpful if you will **review** the study questions, your notes, and the text **before** the review sessions, so you can use the time most effectively. We will also schedule informal discussion sessions randomly through the semester; these are optional.

**EXAMINATIONS:**

Each examination focuses on the material of the unit. The second and third exams, however, will include questions addressing the connections between domains. I will not repeat basic questions about concepts from the previous units, but will ask new questions that require you to understand how developments in each domain are related. I try not to ask trick questions, but rather to focus on understanding and application of the material. The essay questions require interpretation and application of the material, not simple repetition. It will be helpful if you pay close attention to the actual wording of the question, determine what I am really asking, and address the specific question, using the material you have learned. Students sometimes make the mistake of answering the question they think I will ask, rather than the one I do ask. It is also helpful to plan your answers and to write carefully. Space is limited, and I will expect reasonably elaborated answers.

It will be clearer to you what I expect on exams after the first one. You're all in the same boat, and there are three exams, so don't allow your anxiety to overwhelm you. I will provide a distribution of the scores after each exam, so you will know how you are doing relative to others in the class. I will also tell you what approximate grades I would assign to the distribution of scores. You will not receive a specific letter grade on each exam, however, since I assign specific letter grades only to the accumulated total of scores at the end of the course. You may rest assured that **if you attend class, read the text, and study for the exams, you will pass the course**. If you don't attend, read, and study, you should have no expectation of doing well anyway, so worrying won't help. **There is never a time limit on my exams**; you can have as much time as you need. If you must miss an exam for any reasonable cause, don't fret. Just let us know, and we will schedule a make-up exam.

Please note that the HDFS 005 **final exam** is at **7:30 a.m. on Thursday, December 16. The final examination is required.** Be sure to plan your end of semester travel accordingly. You will be finished with HDFS 5 some time before noon on Thursday, December 16, not before. So if you or your parents are scheduling flights for you, they should not depart before 1 or 2 pm that day. The exam schedule is established by the Registrar, and cannot be changed. **We will not give the exam earlier than Thursday, December 16.**

**In-Class Writing Exercises:**

You may acquire up to approximately 25 additional points to apply to your total by completing written exercises in class. These will be based on reading and lecture material. They will be unannounced, there will be no make-up opportunity, and you must be present to participate. Typically, points earned on the writing exercises make the difference of a whole grade in the course: a B rather than a C, for example. So regular class attendance is wise.

**Optional Out-of-Class Exercises:**

We will make available two or three optional writing exercises on which you may accumulate a few additional points. Instructions for these will be given at the time they are assigned.

**Extra Credit Opportunities:**

We do not offer extra credit opportunities beyond the exams and exercises that are available to all students. Focus on those, keep up, attend class, and you will have the same opportunities to do well in the course that every other student has.

**ENGAGING THE COURSE: Think, Ask Questions, Take Notes, and Study**

I encourage active engagement with the material of this course, and hope you will apply it to your own lives. I invite active participation in class sessions, and I will appreciate if you will ask questions any time you are not clear about any aspect of my lecture. The class is very large, and it will be impossible for me to learn names and recognize each student, but please try to resist being intimidated by the class size or feeling anonymous and unimportant. If you have a question, ask it.

**Questions:**

I invite you to submit questions about the text, previous lectures, and applications of the material to me in writing at the beginning or end of each class, or by e-mail. Having your questions written helps me organize my thoughts and respond to you more helpfully. I will often respond at length to your questions. Don't tune out when another student asks a question -- my response may be the lecture material for the day.

If you are unsure whether your question or observation may be of interest to the rest of the class, please feel free to consult me before or after class, or at any other mutually agreeable time.

**Taking Notes:**

**Take notes during class.** You might find it helpful to consider using your notebook as a journal for the course. To do this, you might divide the pages in half [vertically], take notes in one column, and then as you study your notes, use the other column to fill in details, ask questions, record personal observations about the material, and so forth. Some students find it helpful to take lecture notes on one side of each page, and then use the back of the facing page to record reactions, notes, examples from the text, etc.

**Overheads:**

**Most of the overheads will be available on the Web site**, so it is not necessary to try to copy all of them as I talk about them. I won't always post overheads online before class, but when I do, some students find it helpful to print them before class and make notes directly on them as we discuss them in class. You may also bring a laptop to take notes on, but not for games or checking e-mail.

**Lectures:**

The lectures are about Human Development, and I intend them to help you understand the material of the course. **I often present material in the lectures that is not in the text.** Much of the content in the text is not discussed in lecture. Sometimes in lecture I elaborate on concepts that are in the text, but I may not specify where it is. **The challenge for you is to figure out how to integrate the two sources of material, text and lecture. All the material is important.**

**If you have to miss lecture, you can find out what you missed by listening to the recording on the web site and studying the overheads posted there.** It helps to have a study group or a couple of other classmates lined up to take extra-good notes to go over with you. You can listen to the recording of the lecture while you review their notes with them.

Tip: Never ask a teacher if you missed anything important. Just assume you did and find out what.

**Class Etiquette:**

We have class sessions so I can talk with you about Human Development. The room is very large and very full. We all need to be respectful and assure that everyone can hear and be as comfortable as possible. Please turn off your cell phone when you enter class. If you use a laptop to take notes, please do not engage in other activities such as games and surfing, as these distract other students who can see your screen. Hold your personal conversations before and after class rather than during class. It will help traffic flow in and out of the room if you will move to the available seat farthest from the aisle, so students who arrive after you don't have to climb over you to reach a seat. If you bring food or drink into the room, pick up after yourself; don't leave liquids in cups on the floor for someone else to knock over—and clean up. Try to arrive on time, and if you must leave early, sit near a door and leave gracefully.

**Study Groups:**

I urge you to form a small group with other students with whom you can study, share notes, and prepare for exams. If you don't know other students, and are a bit unsure about how to go about forming a group, Devon will be pleased to help. Speak to her, or e-mail her, and give her your name, telephone, e-mail address, and major; she will try to match you up with other students.

Your study group could create an e-mail list to use to communicate with each other. Your group could then formulate questions about material that you need help understanding, e-mail the questions to Devon or me, and we could respond simultaneously to everyone in your group.

**Keep up:**

There is a lot of material in this course, and the semester flies by. Start now and avoid the rush at the end. Be aware that there is as much reading assigned for the third unit as for the other two units combined.

**Special Note about your e-mail:**

When I e-mail the class, which I will do occasionally, I will use the Registrar's list of enrolled students. Messages sent by faculty go automatically to your uvm.edu address. You are responsible for all messages sent to this address, so be sure to check it regularly. **If you prefer to use another e-mail address, you must forward your uvm.edu address to the preferred one.** You may do that through the UVM CIT web site. For every account you use, including your uvm.edu account, be sure to keep your inbox cleared out so messages sent to you will not be rejected.

Devon and I will be happy to hear any ideas you have that will help us make this course helpful to you. We look forward to a wonderful experience with you.

**OBJECTIVES:**

The purpose of this course is to examine ways of understanding individual development. Human development is complex and multifaceted. We will attempt to focus primarily on what is universal, while understanding that there are many sources of variation among people. We will attempt to understand the **processes of development**, to understand how and why people develop. We will consider the major **domains of human existence: physical, cognitive, personal, and social**. We will examine:

- the major features, stages, and transitions in each domain;
- the major influences on development in each domain;
- the possible interrelationships of the domains.

We will also explore the relationships of transitions in each domain to developments in the others.

The major theoretical perspectives employed in this course are constructivist and transactional. I will attempt to convince you that

- we are active participants in our own lives,
- we attempt to make sense of our experiences,
- we construct our understandings using the mental processes available to us,  
and these mental processes change over the course of development,
- we attempt to make those understandings consistent with our previous  
understanding,
- experiences with other people are central to our development,
- experiences with us change the people we relate to in our lives, and
- what we can experience depends on where we are in time and place.

## Schedule

<u>DATE</u>	<u>TOPIC</u>	<u>TEXT READING --pages</u>
Aug 31 Sept 02	Introduction & Overview	2 - 50 [Chapters 1 & 2]
	<b><u>Biological Development</u></b>	<b>Website: <a href="http://www.pbs.org/wgbh/nova/miracle/">www.pbs.org/wgbh/nova/miracle/</a></b>
07 09	Prenatal	52 - 93 [Chapter 3]
14 16	Infant & Toddler Child	94 - 136 [Chapter 4] 214 - 228, 282 - 292
21	Adolescent	352 - 371
23	Adult	420 - 434, 480 - 502
28	Elder	548 - 574
TBA	Review Sessions	Review Chapter summaries & key terms
Sept 30	<b>EXAMINATION ON BIOLOGICAL DEVELOPMENT</b>	
	<b><u>Cognitive Development</u></b>	<b>Review Pp. 25 - 37</b>
Oct 05 07	Infant & Toddler	138 - 175 [Chapter 5]
12 14	Child	228 - 249 292 - 319
19	Adolescent	371 - 387
21	Adult	435 - 449
26		503 - 513
28	Elder	574 - 583
TBA	Review Sessions	Review Chapter summaries & key terms
Nov 02	<b>EXAMINATION ON COGNITIVE DEVELOPMENT</b>	
	<b><u>Personal &amp; Social Development</u></b>	<b>Review Pp. 25 - 37</b>
04 09	Infant & Toddler	176 - 212 [Chapter 6]
11	Child	251 - 281 [Chapter 8]
16		320 - 351 [Chapter 10]
18	Adolescent	388 - 418 [Chapter 12]
30		
Dec 02	Adult	450 - 478 [Chapter 14] 514 - 546 [Chapter 16]
07	Elder	584 - 644 [Chapters 18 & 19]
09	Wrap-up & Review	Review Chapter summaries & key terms
TBA	Review Sessions	
Dec 16	<b>FINAL EXAMINATION — 7:30 a.m. -- Thursday</b>	

## Where Are We Going?

**Lives are constructed** by biological organisms making sense of their experiences in a very social context.

**We will look at biological development across the life span:**

- Orderly sequence, genetically directed
- Both structure and function develop, and transact with each other
- From undifferentiated state to differentiated to integrated
- Effects of experience, practice, exercise, use
- Adaptation to opportunities and demands in context
- Major transitions
- Effects of disuse, abuse

**We will examine cognitive development across the lifespan:**

- Construction of knowledge from experience
- Based on biological structures and functions
- Understanding proceeds from undifferentiated state to differentiated to integrated
- Effects of experience, practice, exercise, use
- Adaptation to opportunities and demands in context
- Individual differences in how we think
- Context includes the biological “apparatus” and “container” -- as disease or aging affects the brain and sensory systems, intellectual performance suffers.

**We will explore personality and social development across the lifespan:**

- A biological organism transacting with other people
- A thinking organism transacting with other people, making sense out of experience
- Relationships proceed from very specific but undifferentiated to differentiated to integrated.
- Biology and cognition affect the transactions we have with others, including their reactions to us.
- Effects of experience, practice, exercise, and use of interpersonal skills
- Adaptation to opportunities and demands in context
- Constructing a sense of identity and a place for oneself in one's social context

**As you encounter a person, ask:**

- How are the biological, cognitive, personal, and social intertwined to form this specific person?
- What transactions/experiences have been given meaning by this person, to construct how this person views, reacts to, and relates to you and the rest of the world?
- What social and historical contexts have determined the opportunities and demands to which this person has adapted?
- What challenges are current, and what challenges lie ahead for this person?
- What can you do to help this person have useful transactions and construct a life that makes sense?

## Frequently Asked Questions . . . . . and Our Answers

### Q. What is the grading scale?

- A. The grades are based on total points earned, not the percentage of possible points. All of the points you earn (from the exams and writing exercises) will be totaled, and a distribution of the entire class will be created. Then grades will be assigned. Therefore, the more points you earn, the better off you are.

### Q. If I'm not present for a writing exercise, does that mean I earn a zero?

- A. The writing exercises are an opportunity to earn more points. You do not receive a zero if you are not present for the exercise, but your classmates are earning points that you are not earning. Therefore, it is advisable that you be present in class so that you not miss these opportunities. [Straight answer: Yes, you earn a zero, or no points.]

### Q. Can I make up a writing exercise if I miss class and have a good excuse?

- A. No.

### Q. What is the best way to study for this course?

- A. As you read the text, try to explain the material to yourself, in your own words. Make notes in the margins about anything you don't understand, and about connections of the material to other ideas in the book or lectures. Talk about it with other students. If you don't understand something, ask us to explain it. Bring questions to the review sessions. It is also important to be present in class and study your notes.

Remember that all of the slides with text on them are on the website, so you don't have to copy them down in class. Review your notes with other students, and ask about anything you have different understanding of. Study the pages on the web site, too. The Main Points of the course are on the web site, along with a reading guide for the text and study questions. Important questions and other material are added to the web site regularly, so be sure to keep up with what is there and be sure you understand it.

### Q. Are the questions on the exams based on the text or material from the lectures?

- A. **Both.** Anything that is covered in the text or the lecture is fair game for the exam. Do not assume that because it is not covered in class that it is not important, and do not assume that all of the lecture material is in the text. It is not. Both lecture and text weigh heavily in the exams.

### Q. Are the exams cumulative?

- A. All of the material from the first exam will be from the first unit. The second exam will focus on the second unit, but there may be questions that ask you to apply or relate the material from the second unit to the first unit. The same applies to the third exam. In other words, the exams will repeat no questions from the previous exams, and they will ask no questions that apply **only** to the previous units, **but they will ask you to think about how the previous information relates to the new information.**

**Q. What is the best way to prepare for an exam?**

A. We have several suggestions:

1. **Keep up with the readings.** The more material you can absorb from the text, the better off you will be. It probably will not help to try to “cram” the readings in all at once. You will be better off if you skim and absorb all that you can.
2. **Attend and pay attention to every lecture.**
3. **Participate in a study group.** Study groups can be excellent aids for exam preparation. Let us know if we can help you form a group.
4. **Attend the review sessions.**
5. **Eat well, exercise, and get a good night's sleep,** especially the night before the exam.
6. **Be sure to take advantage of all the materials available** through the **Learning Coop** early in the semester. Their video on test-taking skills is available on their web site or at <http://www.youtube.com/watch?v=YSbYh8kyLUg> .

**Q. What do I do if I'm feeling overwhelmed in this course?**

A. It can be easy to feel lost in a large lecture course, but we hope that you will come to us early with any questions or concerns. Please contact either of us by e-mail or phone, or drop by during Devon's office hours. We're here to help, and we are fairly certain that we can address your concerns. Don't wait; come to us as soon as you feel lost.

**Q. Why can't I find answers to the study questions in the text?**

A. The study questions are designed to draw your attention to specific concepts in the text and lectures. Some of them don't have simple answers, and some of them won't be addressed in either the text or the lectures. But thinking about them and trying to develop answers will help you put the material together usefully. The study questions are often a focus in discussion and review sessions.

**Q. How important are the materials on the HDFS 005 web site?**

A. Very.