

## HDFS 363 online syllabus information    Spring 2009

### About this course

HDFS 363 is a 3-credit web-based human development course, which follows a semester timetable. (This is NOT a self-paced course.) There are no pre-requisites for this course, other than Sophomore standing, which means that if you have not taken HDFS 362 (Development of the Young Child), you will not be at a disadvantage.

This course surveys some of the more interesting concepts, research findings, and practical applications in the field of lifespan human development. After an introduction to some broad theories and issues, we will begin with a study of the "adolescent" period of the lifespan, and continue through the end of life.

The course includes **41 MODULES**, each containing a lecture which is posted here on LEARN Modules also contain information about required readings, and study materials to help you follow along.

### Required Reading

Students have assigned readings from one required textbook, **Papalia, Olds & Feldman, Human Development (10th Edition)**. **It is a good idea to read the assigned text material quickly right before viewing the video lecture, and then again carefully right after viewing the lecture.**

### Course Requirements and Grading

**Your grade** in this course will be based on the number of points you accumulate over the semester, out of a possible total of 400. **A fixed criterion grading scale is used so that students compete with the material, not each other. The scale we use is as follows:**

**A** = 364-400 (91-100% of possible 400 points)

**AB** = 348-363 (87-90%)

**B** = 320-347 (80-86%)

**BC** = 280-319 (70-79%)

**C** = 240-279 (60-69%)

**D** = 220-239 (55-62%)

**F** = <220

**Where your course points will come from:**

**Three exams (310 points)**

**Monday, February 23rd 5:30-7 pm 100 points**

**Monday, April 6th 5:30-7 pm 100 points**

**Sunday, May 10th 10:05 am 110 points**

WE OFFER one alternate time exam option for each of these exams. (It is the following day.) To take the exam at this time, you will be asked in the second week of classes to provide information about a documentable conflict with the regular exam times. If you decide at the last minute that you need the alternate time exam, you will be assessed a PENALTY of 5 exam points, unless you can document that the reason for the request was something beyond your control.

On the THURSDAY late afternoon prior to each exam we hold a "live" review session, at 4:35 pm

**In addition to the three exams (310 points total), you will have the opportunity to gain 90 additional course points through:**

**An Integrative Paper reporting on an interview with an older adult 75 points**

(Specific instructions for this semester's paper will be posted in [Learn@UW](#) ) during the first four weeks of class. The paper itself will be due on April 15th. We require **HARD COPY** of these papers, and provide a "drop box" for collecting them, just inside the front door of the HDFS building (1430 Linden Drive).

**Three separate DISCUSSION board CHECK-INS (15 points total)**

Our DISCUSSION BOARD opens for a period of about 3 weeks, at three specific times during the semester. (This is generally the three weeks leading up to each exam.) At each session, you are given a set of possible topics, and asked to add a thoughtful and relevant comment to one of these, linking your comment to one general COURSE CONCEPT that that you have learned. Each of these check-ins will earn you up to 5 points, for a total of 15 more course points. We'll post a reminder on the front page of LEARN when the board opens for the session.

**COMMUNICATING with you in this distance-education class:**

Because we don't see you regularly in a "live" class, it is important that you stay connected and look for messages that we post on the front page of our LEARN site. In addition, we'll occasionally send you reminder EMAILS to your campus account. Be sure you check your campus email regularly.

We have several instructional staff in this class. Here are their email addresses:

Dr. Jill Steinberg [jsteinb2@wisc.edu](mailto:jsteinb2@wisc.edu)

Pearl Wu, Teaching assistant [bwu3@wisc.edu](mailto:bwu3@wisc.edu)

Linda Park - Teaching Assistant [lsark@wisc.edu](mailto:lsark@wisc.edu)

Jessica Collura - Teaching Assistant [collura@wisc.edu](mailto:collura@wisc.edu)

### **Special needs and circumstances**

I wish to fully include all students in this course, and eliminate barriers to full participation. I recognize that motivated, intelligent people often have unique needs, and will do what I can to help make appropriate accommodations where this is warranted. Please feel free to contact me, Jill Steinberg ([jsteinb2@wisc.edu](mailto:jsteinb2@wisc.edu)), if you would like to discuss your special needs for this class, or if you have a VISA from the McBurney Center that recommends any modifications to exams or other course procedures. Provided you give me sufficient time to work out arrangements, I will do my best to provide the recommended modifications, and will guard the confidentiality of any information you give me. Please contact me early in the semester so that we have time to make appropriate plans, particularly where exam procedures need to be modified.

### **Module Topics**

Module 1: Introduction to the course

Module 2: Theory, part 1

Module 3: More Theory

Module 4: Genetics/Research Methods

Module 5: Intro to “adolescence” / Physical Development in Adolescence

Module 6: Cognitive Development in Adolescence

Module 7: Adolescent Egocentrism and Moral Reasoning

Module 8: Psychosocial and Identity Development

Module 9: Ecological Model of Adolescent Development

Module 10: More Adolescent Development in Context: “problem” behaviors or youth as resources to be developed?

Module 11: Adolescents and their middle aged parents

Module 12: Introduction to Early Adulthood

Module 13: Behavioral Influences on Health

Module 14: Intellectual Development in Adulthood, Moral Development Revisited Module

Module 15: Career Exploration and the Transition to Work

Module 16: Personality Development

Module 17: Finding a mate in young adulthood

Module 18: Couple Relationships in Young Adulthood

Module 19: Violence, Control & Coercion in Relationships

Module 20: Marriage

Module 21: The Life Cycle of Families

Module 22: Parenthood

Module 23: Balancing Work and Family in Young Adulthood

Module 24: Introduction/Physical changes at mid-life  
Module 25: Stress and Health at Midlife  
Module 26: Cognitive Development/Problem Solving/Creativity  
Module 27: Work, Career and Continuing Education at midlife  
Module 28: Midlife personality development  
Module 29: Marriage, Divorce and Remarriage: A Lifespan Look  
Module 30: Social and Family Relationships at Midlife  
Module 31 Grandparenthood

Module 32: Later Life - introduction, physical development  
Module 33: Health and Cognitive Development  
Module 34: Cognitive dysfunction & dementia in old age Module 35: Psychosocial Aging #1  
Module 36: Psycho-social Aging #2  
Module 37: Psycho-social Aging #3  
Module 38: Death and Dying  
Module 39 Death and Dying 2  
Module 40: Optimal Aging  
Module 41: Review