

HDFS 129
Introduction to Human Development and Family Studies
Fall 2009

<p>Instructor: Sherry Corneal, Ph.D. S-258 Henderson</p> <p>Office Hours: Wednesday 10:00-11:00 a.m. and by appointment</p>	<p>Graduate TAs:</p> <p>Kathryn Hahn krd137@psu.edu (A - G) Joanna Hokenson jmh659@psu.edu (H - P) Jen Wong jdww276@psu.edu (R - Z)</p> <p>Office Hours: To be announced</p> <p>Undergrad TAs: Zachary Mauro zdm5008@psu.edu Karen Lininger kml5139@psu.edu</p>
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All class business (i.e., illness or emergencies, absences from exams or classes, obtaining class notes, checking on grades and course information) is handled by the **graduate teaching assistants**. If you need to contact the professor, **see her before or after class to set a time**.

COURSE OVERVIEW: This course is designed to provide the student with a broad overview of human development with an emphasis on social and emotional development. Students will be introduced to developmental theories and the developmental tasks and challenges unique to each stage of development from birth through old age. We will examine both hallmark studies and current research from the field.

On a personal note, it is my intention to make clear the usefulness of course material in daily living. Students will be provided with research-based information that can contribute to a better understanding of one's self, good parenting practices, and more satisfying interpersonal relationships.

Required Reading: Berk, L. Development Through the Lifespan (Custom Edition) Allyn & Bacon

COURSE EVALUATION:

Exams: Exams will be composed of true/false and multiple choice questions covering material presented during lecture, assigned reading, and videos. There will not be a comprehensive exam during finals week. Each exam will be worth 50 points each for a total of 200 points. The instructor will provide students with exam topics during the class prior to the exam. You will need a #2 pencil and your student ID for the exam. In order to ensure that the student registered for the course is the one taking the exam, you **must** present your student ID when turning in your exam or you will not receive credit for the exam. This is a standard practice used in large classes to guard against academic dishonesty.

If students wish to discuss their exam, they must schedule a meeting with their assigned teaching assistant no later than **ONE** week after the grades have been e-mailed to the student by UTS.

One minute Papers: One-minute papers are opinion, thought papers that are based on lecture material. There are no right or wrong answers, but to receive full-credit, students' responses must illustrate thought and depth. There will be a total of 6 one-minute papers, each worth a maximum of 5 points. Five will count towards the final grade for a total of 25 points, allowing students to miss 1 without being penalized. If students complete all 6, the sixth one will be counted as extra credit. You may not walk in at the end of class and write a one-minute paper. **You must have been in attendance from the beginning of class to receive credit.** TAs will monitor attendance on the day of one minute papers. Students who arrive more than 15 minutes late will not be permitted to write a paper – no exceptions. Your name must be printed on your papers.

Grade Breakdown:

Exams	4	x	50 pts	=	200 pts
One-minute papers	5	x	5 pts	=	<u>25 pts</u>

Total = 225 pts

A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	70 - 76%
D	60 - 69%
F	59% and below

MAKE-UP WORK AND ABSENCES: Make-up exams, one-minute papers, and notes will be given only if students have a documented, excused absence. If you have a documented medical excuse or family emergency, you must contact a **graduate teaching assistant** within 5 days after the exam, one-minute paper, or lecture. The make-up will be scheduled in the following 5 days or lecture notes will be provided within the following 3 days. **NO EXCEPTIONS WILL BE ALLOWED.**

ACADEMIC INTEGRITY: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Penn State University. Academic dishonesty includes plagiarism, forgery, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized prior possession of exams, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of other students, and lying to the instructor. Anyone shown to be academically dishonest will receive an “F” class grade and will be reported to the Office of Judicial Affairs.

HDFS Departmental Policy on Student Responsibilities and Classroom Conduct

Student Responsibilities and Conduct

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
 - a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity.
 - b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the exam or assignment.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.
6. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of Academic Integrity Policy

Examples of the University's Academic Integrity Policy include the following:

Cheating: Using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam.

Copying on tests: Looking at other students' exams, copying from another student with that student's knowledge, passing notes during exams; exchanging exams with another student.

Plagiarism: Fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

Tampering with work: Changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work.

Acts of aiding and abetting: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited.

Unauthorized possession: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission.

Submitting previous work: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor.

Ghosting or misrepresenting: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place.

Altering exams: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

Computer theft: Electronic theft of computer programs or other software, data, images, art or text belonging to another.

Course Outline

	<u>Topic</u>	<u>Reading</u>
Aug	25 Introduction: Course Overview	
	27 The Lifespan Perspective	Chapter 1
Sept	1 Concepts and Controversies	
	3 Scientific Inquiry: Studying Human Development	
	8 Theories of Development	
	10 Erickson's Psychosocial Theory	
	15 EXAM (bring ID & #2 pencil)	
	17 Infancy: Trust vs. Mistrust The Process of Attachment	Chapter 6
	22 Attachment and Day Care	
	24 Temperament: Is temperament predictive of later development?	
	29 Friendships in Middle Childhood; Resilient Children	Chapter 8
	1 Oct 1 Childhood and Poverty Guest: Emily Doyle, M.S.	Chapter 10
Oct	6 The Importance of Empathy in Parenting	
	8 Gender Identification in Early Childhood	
	13 EXAM (bring ID & #2 pencil)	
	15 Adolescence: Identity Development	Chapter 12
	20 Emerging Adulthood	Chapter 14
	22 Intimacy vs. Isolation; The Five "Good Things" in Relationships	

Course Outline

	<u>Topic</u>	<u>Reading</u>
	27 Marriage and the Diversity of Adult Lifestyles; The Decision to Have Children	
	29 Video: Staying in Love	
Nov	3-5 Divorce: The impact on the family	
	10 EXAM (bring ID & #2 pencil)	
	12 Developmental Tasks of Adulthood	Chapter 16
	17-19 Why Marriages Succeed or Fail: The research of Gottman	
	Thanksgiving Break	
Dec	1 Successful Aging Guest: Frank Infurna, Graduate Student in HDFS	Chapter 18
	3 Death and Dying	Chapter 19
	8 Video: A Death of One's Own	
	10 EXAM (bring ID & #2 pencil)	

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS IF NECESSARY. STUDENTS ARE RESPONSIBLE FOR NOTING THOSE CHANGES.