

Syllabus
HDFS 1070 Individual and Family Development

Course Information and Requirements

Course Title: HDFS 1070 Individual and Family Development

Credit: 3

Prerequisites: None

Instructor: Shannon E. Weaver, Ph.D.

E-mail: shannon.weaver@uconn.edu (after course begins please use e-mail on HuskyCT to contact me)

Tel: (860) 486-4684

As this course is online, the best means by which to contact me is by e-mail (either UConn or HuskyCT).

Required Text:

Development Through Life: A Psychosocial Approach (11th edition) by B. Newman and P. Newman. Wadsworth Publishing, 2011, New York.

All other required readings can be found on the HuskyCT page for the course.

The developer of this course is Dr. Shannon E. Weaver, Associate Professor of Human Development and Family Studies at the University of Connecticut. All images, charts, tables, and figures used are either created by the instructor or source noted with a citation.

Course Description

This course is designed as an introduction to the field of Human Development and Family Studies for both majors and non-majors. The class will provide you as students with an understanding of individual and family development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time.

This is one of my favorite classes to teach as it includes information that will be helpful to you in both your future professional and personal lives - as we will soon discuss in each section of the class.

Course Goals and Objectives:

After completing this course you will be able to:

- Demonstrate a basic understanding of relevant research and theory in the area of Human Development and Family Studies.

- Comprehend the systematic interaction of individual, family, and social influences on human development across the lifespan.
- Identify contextual factors that influence individual and family development as well as appreciate the diversity that exists both within and between families.
- Analyze family processes that influence individual human development, as well as individual experiences that impact a family's life course.
- Apply course information to examining real life situations of families as well as evaluate outcomes of family processes on individual development.

Course Organization and Requirements

As this is an online course, all instruction and assessment will occur on this HuskyCT site. I have organized course material into 12 modules, each of these will last approximately 2-3 days. Each module has been designed to facilitate and encourage critical thinking of topics and issues related to individual and family development across the lifespan. Given the amount of information we have to cover in a short period of time, we will be moving quickly through the material. I have always described this class to students as "breadth not depth."

Graded Requirements

1. Application Activities

The best way to understand course content is by applying it to real life settings – both our own experiences and those of others we observe around us. Therefore for each Module there will be an application activity where you will apply information from the course to examine or explain contemporary topics or issues. These will consist of either discussion postings or a journal entry and are only available for a limited time. Twelve of these will be completed, but only ten will count in your final grade. **The lowest two scores will be dropped; therefore there will be no make-up activities if you miss one or fail to complete it by the time it is due.**

2. Quizzes

At the end of each module is a self-guided study guide. After you have completed this, you will take a short quiz covering the material from the module. Quizzes may consist of multiple choice, open-ended, matching or short answer questions. Each quiz is worth 10 points. As with Activities, twelve will be collected but only ten will be counted in the final grade as the lowest two scores will be dropped. **As you can miss two quizzes without penalty, there are no make-up quizzes if you fail to complete it by the due date regardless of the reason.**

3. Final Exam

As this class can be used to fulfill the Social Science General Education requirement, a final exam must be administered. On the last day of class (August 17th), a final exam worth 50 points will be given. This exam will be available to you for a 24 hour period beginning at midnight on that day, however you will only have 2 hours to complete the exam once you begin it. This exam may consist of multiple choice,

matching, fill-in, short answer or brief essay questions. During the 24 hours the exam is available, all other course materials will be blocked from view.

Grading

Final grades in the class are determined by the following point total:

Application Activities (10 @ 10 points)	100 points
Quizzes (10 @ 10 points)	100 points
Final Exam	50 points
Point total	250 points

Final Points and Grading System

<i>Final Letter Grade</i>	<i>Point Total</i>
A	232 - 250
A-	225 - 231
B+	217 - 224
B	207 - 216
B-	200 - 206
C+	192 - 199
C	182 - 191
C-	175 - 181
D+	167 - 174
D	157 - 166
D-	150 - 156
F	149 and below

Final grades are not curved.

It is anticipated that during the summer session you may experience a personal emergency, illness, observance of a religious holiday, scheduling conflict, etc., so I suggest that you plan accordingly and save your dropped activities/quizzes for one of the above situations. If an unforeseen situation will force you to miss multiple assignments, it is your responsibility to contact me immediately. Circumstances can be better handled early in the session or as they occur, rather than at the end of the summer.

If you will be missing an assignment due to an official university obligation (athletic event, serving as a university representative, band, etc.), you must provide me with official documentation of the event prior to the date. You will also need to complete any missed work within one week of returning home.

Expectations of Students

As this is an online course, you are expected to:

- Complete all modules by the end date. You are to participate in class discussions, write journal entries, complete quizzes, and read/view assigned readings and online materials by the days that they are due.
- Be respectful of the attitudes and opinions of others expressed on discussion postings. While I expect you to comment upon the postings of others and many times express a contradictory point of view, you are to do so in a professional way. There will be no flaming, insults, or derogatory comments.
- Maintain confidentiality of any information disclosed by a classmate. Because we may be discussing personal and family experiences in this course, what is expressed in this class remains in this class and should not be discussed with anyone outside the course.
- Feel free to email me to ask questions or discuss concerns. Your feedback during the semester helps us to improve our learning experience in this course. I am here to facilitate your learning and the more I know about your needs as a learner, the better I am able to meet them.
- Follow guidelines specified in the Statement on the Climate for Teaching and Learning (see <http://familystudies.ucpnn.edu/undergraduate/climate.html>) and the Student Code (refer to http://www.community.uconn.edu/student_code.html).

Academic Integrity

Any activity that violates academic integrity (e.g., cheating or student academic misconduct) will not be tolerated. These are defined in Responsibilities of Community Life: The Student Code (Appendix A) as:

Academic misconduct is dishonest or unethical behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Steps taken to address the situation will follow those specified in Responsibilities of Community Life: The Student Code (general procedures in Part IV and Appendix A).

Students with Accommodations

Any student with special needs should notify me at the beginning of the session as well as the Center for Students with Disabilities (860-486-2020). Arrangements will be made to accommodate the student as best as possible.

Course Outline

Module	Open Date	Close Date
Introductory Module	July 9, 2012	--

Module 1:What is “development?”	July 9, 2012	July 10, 2012
Module 2: Perspectives on Individual & Family Development	July 11, 2012	July 13, 2012
Module 3: Research Methods	July 16, 2012	July 17, 2012
Module 4: Prenatal Development & Pregnancy	July 18, 2012	July 19, 2012
Module 5: Infancy – 1 st 2 years	July 20, 2012	July 23, 2012
Module 6: Early Childhood	July 24, 2012	July 26, 2012
Module 7: Childhood	July 27, 2012	July 30, 2012
Module 8: Adolescence	July 31, 2012	August 2, 2012
Module 9: Early Adulthood	August 3, 2012	August 7, 2012
Module 10: Middle Adulthood	August 8, 2012	August 10, 2012
Module 11: Later Adulthood	August 13, 2012	August 14, 2012
Module 12: Death and Bereavement	August 15, 2012	August 16, 2012
Final Exam	August 17, 2012	August 17, 2012

Modules will become available at 12:01 am on the day they open until 11:59 pm on the day they close.

Please note: by continuing to be enrolled in this course you agree to follow any and all guidelines and policies outlined in this syllabus, the Student Code, and the Statement on the Climate for Teaching and Learning.