

*(Syllabus information may be subject to change.)*

## COURSE AND INSTRUCTOR INFORMATION

### Insert Teacher Name

This course is a High School course offered in cooperation with UConn Early College Experience:

[www.ece.uconn.edu](http://www.ece.uconn.edu)

### Course Prerequisites:

Successful completion of two years of English/Language Arts, one year of social studies, one year of science, and instructor consent. Strong critical thinking and writing skills are recommended.

**Office Hours:** Please meet with me to discuss any and all things related to this course.

Please email to avoid overlaps.

Mornings: 6:30 - 7:15 - Monday through Friday

Afternoons: 2:15 - 3:15 - Mondays, Wednesdays & Thursdays

## UConn COURSE DESCRIPTION

This UConn college course introduces students to Erikson's Psychosocial Theory of development. Erikson's Theory is based on the epigenetic principle, encompassing the notion that our personality unfolds in predetermined stages, and that our environment and surrounding culture influence how we progress through these stages. The genes you inherit from your biological parents provide the information that guides your biological, psychological, and social development. Students will discover how their early life experiences impact them from birth through old age. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory college course in the Science of Human Development.

**This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits, HDFS 1070: Individual and Family Development, through the UCONN ECE Program.**

## COURSE OBJECTIVES

After completing this course, you should be able to:

- Describe relevant theory and research methods in Human Development and Family Sciences.
- Identify the major periods of the life course and describe key developmental changes and tasks associated with each period.
- Explain how biological, psychological, interpersonal, and cultural factors impact and interact with individual development, particularly within the family.
- Recognize the diversity of an individual's experiences across the lifespan, both within and between families.
- Apply theories and concepts from the course to real life situations for individuals, particularly within the family context.

## REQUIRED MATERIALS

### Required Text:

Development Through Life: A Psychosocial Approach (13<sup>th</sup> edition)

By B. Newman and P. Newman. Cengage Learning, 2018, Boston

**Supplemental Reading:** Good Energy, Cassie Means, MD

## COURSE POLICIES

- Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let

me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

- Course due dates will be posted in the google classroom upon decision. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*
- Week-Long Papers: Deadlines: students will have 4 days to a week within which to submit major assignments. Papers will be graded in the order submitted, as soon as possible. In addition students will be allowed either 1 two day grace period or two 1 day grace periods for assignment(s) of your choice.

## COURSE REQUIREMENTS AND GRADING

Course material is organized into 14 modules, each lasting approximately 2-3 weeks. 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 over the course of the year, I describe this course to students as "breadth not depth".

### Graded Requirements:

#### 1. *Summatives*

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 most Modules, there will be an application/assessment where you will apply information from the text to examine or explain contemporary topics or issues. Seven of these will be completed, but only six will count in your final grade. The lowest score can 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. *Early Adulthood/Middle Adulthood Poster Project*

Pictorial exploration of the two life stages via media, along with a written examination of the six basic concepts within each Life Stage. *(Mandatory Project - Week Long Papers rules apply)*

#### 3. *APA Papers*

Two APA short formatted papers are required on applied topics: Poverty and Abortion. *(Mandatory Projects - Week Long Papers rules apply)*

#### 4. *Cengage Online 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.**

#### 5. *Field Work as required by UCONN (access link for details in classroom)*

Each student must complete a total of 30 field work hours:

10 within the lifespans of Infancy - Early School age - 100 points

10 within the lifespans of Middle Childhood - Later Adolescence - 100 points

10 within the lifespans of Early Adulthood - Elderhood - 100 points

A Daily Diary is required:.

**All 30 hours are required to pass this course and are due no later than January 30th.**

*\*\*Students are responsible for all transportation to off-campus sites.*

#### 6. *Final Exam*

As this class can be used to fulfill the Social Science General Education requirement, a final exam must be administered.

7. *Review of Literature - topic of choice to be approved by instructor*

Students will complete an 8-10 page topic of choice review of literature in APA format. Process will be chunked into 8 modules from September through May, due in May 2024.  
*(Mandatory Project - Week Long Paper rules apply to individual modules)*

**Overview of Assignments and Grade Determination:**

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

Effects of Poverty APA Format Paper	100 points
Cengage Online Quizzes 10 @ 10 points	100 points
Theorists (10 @ 10 points)	100 points
Good Energy:	40 Formative 80 Summative
Internship Hours (30 @ 10 points) Daily Diary + Journal	150 points 150 points
Case Studies 6 @ 100	600 points
Applied Topic: Abortion APA Format Paper	100 points
Final: Review of Literature - Topic of Choice APA Format Paper	200 points
<b>Point Total</b>	<b>1420 points</b>

**UCONN Grading Scale:**

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

**FLHS Grading Scale:**

Grade	Letter Grade	
97-100	A+	
93-96	A	
90-92	A-	
87-89	B+	
83-86	B	
82-80	B-	
77-79	C+	
73-76	C	
70-72	C-	
67-69	D+	
63-66	D	
60-62	D-	
<b>59 and Below: F</b>		

- Be kind - no one knows what someone else is going through or has gone through unless you have walked in their shoes. Everyone just wants to be liked.
- Complete all classwork within assigned due dates (or as arranged via a discussion with me). I hope you actively participate in course discussions because it is the best way to engage in the learning process.
- Maintain confidentiality of any information disclosed by a classmate. Because we may discuss 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 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.
- While we are **all** diverse, classroom discussion depends on that diversity, hence why it is part of your grade. When grades depend on classroom participation, absences may affect the student's grade. However, if a student were absent and the grade were reduced, the reduction would be due to lack of class participation, **not** the student's absence. Except for final examinations, I have final authority in permitting students to submit assignments late or make up examinations.
- Follow guidelines specified in the UCONN Policy Against Discrimination, Harassment, and Related Interpersonal Violence:  
<https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>.  
 and the UCONN Student Code: [http://www.community.uconn.edu/student\\_code.html](http://www.community.uconn.edu/student_code.html).

### HOW TO SUCCEED IN THIS COURSE

All students can succeed in this course and I am here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. I strongly encourage you to reframe challenges as unavoidable pathways to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or school life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

### ACADEMIC INTEGRITY

Any activity that violates academic integrity (e.g., cheating or student academic misconduct) is not tolerated. These are defined in UCONN's 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).*

Use this resource to further your understanding about Academic Integrity:

[Plagiarism Resources for Faculty | UConn Library](#)

### STUDENTS WITH ACCOMODATIONS

If you need accommodations, **you have a right to have these met**, so it's best to notify me as soon as possible.

**TOPIC OUTLINE: SCHEDULE/TOPICS/CALENDAR/READING LIST**

Module	Approximate Dates:
Module 1: The Development Through Life Perspective Assignment: Applied Topic: <a href="#">Effects of Poverty</a> APA Format 100 points	Aug 29 - Sept 9
Module 2: Major Theories for Understanding Human Development Assignment: <a href="#">Theory Notes</a> 100 points	Sept 12 - 23
Module 3: Psychosocial Theory Assessment: Traditional test 100 points	Sept 26 - Oct 7
Module 4: The Period of Pregnancy & Prenatal Development Assignment: Applied Topic: Abortion Paper APA Format 100 points	Oct 10 - Oct 28
Module 5: Infancy (First 24 Months) Case Study: 100 Points	Oct 31 - Dec 16
Module 6: Toddlerhood (Ages 2 and 3) Assessment: Case Study: Raymond 100 points	Dec 19 - Jan 20
Module 7: Early School Age (4 - 6 Years) Assessment: Case Study: 100 points	Jan 23 - Feb 10
Module 8: Middle Childhood (6 – 12 Years) Assessment: Case Study: 100 points	Feb 10 - Mar 3
Module 9: Early Adolescence (12 – 18 Years) Assessment: Case Study: 100 points	Dec 19 - Jan 20
Module 10: Later Adolescence (18 – 24 Years) Assessment: Case Study: 100 points	Mar 6 - Mar 23
Module 11: Early Adulthood (24 – 34 Years) Assessment: Combined EA and Ma Project	Mar 27 - Apr 21
Module 12: Middle Adulthood (34 – 60 Years) Assessment: Combined EA and Ma Project 200 points	Apr 24 - May 12
Module 13: Later Adulthood (60 – 75 Years) Assessment: Elderly Interview 100 points	May 15 - May 26

Module 14: Elderhood (75 Until Death) Understanding Death, Dying, and Bereavement Assessment: Case Study	May 30 - June 9
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Other Assignments include, but may not be limited to:

- Reading textbook material
- Completing study guides or other related work as assigned, according to course calendar (listed above)
- Reading articles and responding to journals in preparation for class discussion and/or debates
- Class presentations
- Supplemental reading(s) and completing corresponding assignments as assigned.

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 as posted above.

*Disclaimer: I reserve the right to change this syllabus at any time. The most up-to-date syllabi will be available through our classroom.*