American Public University System

The Ultimate Advantage is an Educated Mind

School of Education
Course Number: CHFD342
Course Name: Human Lifespan Development
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite:

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Course Description (Catalog)

This course is a survey of human development across the life span. Course content includes terminology, principles, and theories related to genetic and environmental influences on physical, cognitive, emotional and social development.

Course Scope

This course examines seminal and contemporary models of biological, cognitive, social and emotional development across the human lifespan.
Course Objectives

During successful completion of this course students will:

CO1: Trace the history of the science and practice of developmental psychology

CO2: Examine the major theories of human development

CO3: Differentiate the stages of the life cycle, physically, emotionally, and cognitively, In the human being

CO4: Explore pathology in childhood, adolescence and early adulthood

CO5: Examine socio-cultural influences on human development

CO6: Articulate in writing critical analyses based on the synthesis of information from course relevant scholarly publications

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by the specified day of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member.

Course Materials

Required Course Textbook

This is an eText, which is located under “Resources.” The eText is located in the folder titled, “CHFD eBook.” Click on that, which will show three files toward the end of the screen. Click on the file that says, “Dacey-2008 html.” This will bring up a new window, where you will see the link to access toward the top of the page. That link says, “view Dacey-2008 eBook html.” Make sure you view in the full screen mode or the page might not be readable (some students have reported this). Included under Course Materials are supporting learning materials, which may enhance the reading of the text.
**Evaluation Procedures**

**Forum Assignments:**

In this course you will participate in six discussion forums. Participation in forums is one of the key factors in online educational success. During weeks 1-6, you will be provided with a forum topic to discuss and are required to respond to two other students. In each discussion forum, instructions, due dates, posting expectations, and a grading rubric are provided.

**Quizzes and Exams:**

You will complete weekly online quizzes. Each quiz is due no later than Sunday at 11:59 p.m. ET. A Midterm and Final Exam are also required. The Midterm is due by the end of week 4 and the Final Exam is due by the end of week 8. No extensions are provided for quizzes or exams. All quizzes and exams are due during the week they are assigned and are located in the “Tests and Quizzes” section within the Sakai classroom. All quizzes and exams are available starting the first week of class, but you are not to complete any of the quizzes or exams until the week they are due.

**Research Paper:**

**Due Date:** The research paper is due by the last day of week 7 (Sunday). A 10% per day deduction will be applied for submissions beyond the close of week 7. Early submissions are welcome.

**Formatting Requirements:** The paper must demonstrate APA formatting including a title page and page numbers. The paper must include an APA-formatted reference page at the end. The paper must be in 12 point, Times New Roman and be double-spaced throughout. The paper must be between 1200-1500 words, **NOT** including the title page or references page. A [template for the paper is provided in the resources section of the course. Please use the template when crafting your paper.](#)

**Instructions:** You will decide upon any topic that is related to human development that has been discussed in the course text book for the focus of your paper. Then, you will locate 2 scholarly articles from the APUS library that are in the form of original research that represent your topic chosen. The articles chosen must have been conducted in the form of actual research with participants where results and a discussion are presented in the article. Articles that are in the form of book reviews or literature reviews are not acceptable for this assignment. Review the articles you choose carefully – if you have any doubt or questions about the articles you chose, please inquire with your instructor as to the relevancy of the articles. In your paper, please integrate the following:

- Where, when and how was the research conducted?
- What was the purpose of the research/article?
- What were the results or findings of the research?
• What can be concluded from the research? Are there any future recommendations or limitations that were discussed by the authors?

After you have summarized the 2 articles, you will write your own conclusion which should be presented at the end of the paper. In your conclusion, you must address:

• Why did the 2 research articles inspire you to want to use them in your paper?
• What impact or potential does this research have in the ‘real world’ lives of everyday people?
• What future directions should research in this area possibly go?

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**Week 7 Research Paper Grading Rubric**

**CHFD342 – Human Lifespan Development**

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<tr>
<th>Criteria</th>
<th>Elements Within Criteria</th>
<th>Points Possible</th>
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<tr>
<td><strong>Content</strong></td>
<td>Paper included a review of 2 articles and a conclusion consistent with the assignment instructions. The paper was in-depth, thoughtful, and relevant to human lifespan development.</td>
<td>Up to 180 points possible</td>
</tr>
<tr>
<td><strong>Quality of Sources</strong></td>
<td>The paper included the use of at least 2 scholarly articles and the text book as sources within the paper.</td>
<td>Up to 60 points possible</td>
</tr>
<tr>
<td><strong>Paper Format</strong></td>
<td>The paper was formatted according to APA standards, sources were used appropriately throughout, and the paper was between 1200-1500 words.</td>
<td>Up to 30 points possible</td>
</tr>
<tr>
<td><strong>Writing Quality</strong></td>
<td>The paper was carefully proofread including few spelling and grammar issues.</td>
<td>Up to 30 points possible</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>Up to 300 Points Possible (15% of total course grade)</strong></td>
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*Note - Popular media such as Psychology Today, U.S. News and World Report, commercial websites, encyclopedias such as Encarta and Wikipedia, About.com type websites that do the summarizing for readers, blogs or other opinion websites are not permitted. If you are uncertain about your topic, a publication source, or have any questions regarding these papers, please contact the instructor as soon as possible for guidance.*

*Collaboration on coursework, including sharing with or obtaining work from a student in another classroom is not allowed. All written assignments should be submitted as MSWord (.doc or .docx) or Rich Text format documents, not Word Perfect, MSWorks or other formats. They should be in the students own words and properly source crediting any paraphrases or quotes of published authors’ work, the latter of which should be used very sparingly and should be submitted error free and in accordance with the APUS writing standards found in the Student Handbook in the e-classroom.*
Grading Scale

<table>
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<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Total Points</th>
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<tbody>
<tr>
<td>Forum Assignments – x 6</td>
<td>600</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes – x 6</td>
<td>600</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper - x 1</td>
<td>300</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam - x 1</td>
<td>300</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam - x 1</td>
<td>300</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2000</strong></td>
<td><strong>100%</strong></td>
</tr>
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Please see the Student Handbook to reference the University’s grading scale.

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### 8 – Week Course Outline

**Reading Assignment:**

Chapter 1 – Lifespan Psychology: An Introduction  
Chapter 2 – Theories of Development: Interpreting the Lifespan  
Chapter 3 – The Biological Basis of Development

**Forum Assignment:**

**Week 1 Forum:** Nature vs. Nurture  
**Initial Post Due Date:** Friday, by 11:55 p.m., ET  
**Responsive Posts Due Date:** Monday by 11:55 p.m., ET

**Quizzes and Exams:**  
Week 1 Quiz

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### Week 2 Schedule of Tasks

**Reading Assignment:**

Chapter 4 – Pregnancy and Birth  
Chapter 5 – Physical and Cognitive Development in Infancy  
Chapter 6 – Psychosocial Development in Infancy

**Forum Assignment:**
Week 2 Forum: Back to the Future – Infancy as Preparation for Adulthood?
Initial Post Due Date: Friday, by 11:55 p.m., ET
Responsive Posts Due Date: Monday by 11:55 p.m., ET

Quizzes and Exams:
Week 2 Quiz

Week 3 Schedule of Tasks

Reading Assignment:
Chapter 7 – Physical and Cognitive Development in Early Childhood
Chapter 8 – Psychosocial Development in Early Childhood

Forum Assignment:
Week 3 Forum: Language - Innate or Learned?
Initial Post Due Date: Friday, by 11:55 p.m., ET
Responsive Posts Due Date: Monday by 11:55 p.m., ET

Quizzes and Exams:
Week 3 Quiz

Research Paper:
You will want to begin work on your paper this week. In preparation for your paper assignment, choose a topic relevant to human development as a focus for your paper. Refer to the assignment instructions in the syllabus to start developing ideas for your paper.

Week 4 Schedule of Tasks

Reading Assignment:
Chapter 9 – Physical and Cognitive Development in Middle Childhood
Chapter 10 – Psychosocial Development in Middle Childhood

Forum Assignment:
Week 4 Forum: What Will Billy Do?
Initial Post Due Date: Friday, by 11:55 p.m., ET
Responsive Posts Due Date: Monday by 11:55 p.m., ET

Quizzes and Exams:
Week 4 Mid-Term

Research Paper:
Continue working on your research paper. This paper is due at the end of week 7.
Week 5 Schedule of Tasks

**Reading Assignments:**
Chapter 11 – Physical and Cognitive Development in Adolescence  
Chapter 12 – Psychosocial Development in Adolescence

**Forum Assignment:**
**Week 5 Forum:** Adolescence - - Here we Grow Again!  
**Initial Post Due Date:** Friday, by 11:55 p.m., ET  
**Responsive Posts Due Date:** Monday by 11:55 p.m., ET

**Quizzes and Exams:**
Week 5 Quiz

**Research Paper:**
Keep working on your paper!

Week 6 Schedule of Tasks

**Reading Assignments:**
Chapter 13 - Physical and Cognitive Development in Early Adulthood  
Chapter 14 – Psychosocial Development in Early Adulthood  
Chapter 15 – Physical and Cognitive Development in Middle Adulthood

**Forum Assignment:**
**Week 6 Forum:** Rites of Passage  
**Initial Post Due Date:** Friday, by 11:55 p.m., ET  
**Responsive Posts Due Date:** Monday by 11:55 p.m., ET

**Quizzes and Exams:**
Week 6 Quiz

**Research Paper:**
By now you should be writing your paper. If you have any questions, please contact your instructor. Remember to review the assignment instructions as you work through your paper in order to ensure you are meeting all of the requirements and expectations.

Week 7 Schedule of Tasks

**Reading Assignments:**
Chapter 15 – Review - Physical and Cognitive Development in Middle Adulthood  
Chapter 16 – Psychosocial Development in Middle Adulthood  
Chapter 17 – Physical and Cognitive Development in Late Adulthood

**Forum Assignment:**
No forum work this week!

**Quizzes and Exams:**
Week 7 Quiz

**Research Paper:**
Your paper should be completed by the end of the week. Your final paper is due no later than the last day of the learning week. Any submissions beyond the due date will receive a 10% per day late deduction.

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**Week 8 Schedule of Tasks**

**Reading Assignments:**
Chapter 18– Psychosocial Development in Late Adulthood
Chapter 19 – Dying and Spirituality

**Forum Assignment:**
No forum work this week!

**Quizzes and Exams:**
Week 8 Final Exam (Due by Sunday at 11:55, ET)

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**Policies**

The following policies are detailed in the [APUS Student Handbook](#)

- Academic Dishonesty & Plagiarism
- Withdrawal/Drop Policy
- Course Extension Policy
- Disability Accommodations

**Writing Expectations**

All written assignments should be submitted as MSWord (.doc or .docx) or Rich Text format documents, not Word Perfect, MSWorks or other formats. They must be in the student’s own words and properly source crediting any paraphrases or quotes of published authors’ work, the latter of which should be used very sparingly and should be submitted error free and in accordance with the APUS writing standards found in the Student Handbook in the e-classroom. All papers must be formatted per the style rules of the American Psychological Association. All written submissions must be
**Late Assignments**
On-time assignment submission is required. Deployments and other non-negotiable work requirements not anticipated at the time of course registration and health or family emergencies are considered appropriate reasons for requesting a delay. Vacations, taking too many courses at once or otherwise not effectively managing time, having a course with a heavy assignment workload, traveling voluntarily to places with unstable or no Internet, forgetting assignments or wanting to spend more time with family or friends are examples of reasons for late assignment submission requests that cannot be considered.

All requests for late assignment submission, unless they are result of an emergency situation, must be submitted in advance of the need and all must be requests and not notifications of planning to catch-up in the absence of a request.

**Netiquette**
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Forum discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

**Online Library**
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.
• **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

• **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

• **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

• **Smarthinking:** Students have access to ten free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

**Request a Library Guide for your course**

(\textcolor{blue}{http://apus.libguides.com/index.php})

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

• Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

• Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn’t available yet, let us know by emailing the APUS Library: librarian@apus.edu