

# Course Syllabus

[Introduction to the Course](#)  
[Course description](#)  
[Course goals](#)  
[Course materials](#)  
[Course overview](#)  
[How to proceed](#)  
[Learning activities for students](#)  
[Evaluation and grading](#)  
[Assignments](#)  
[Term tests](#)  
[Final exam](#)  
[Glossary](#)  
[Plagiarism, cheating, and examination impersonation](#)  
[Distance and Online Education](#)  
[Acknowledgements](#)

[top](#)

## Introduction to the Course

*"Human development is both the most fascinating and most complex science there is"* (Kail, Cavanaugh, & Ateah, 2009, p. xv).

Human development is what you and I live everyday. The exciting news as you begin this course is that you already have lots of experience and knowledge in this area.

As you read the text and study the material in this course:

- take the time to ask yourself, 'what experiences do I have that relate to what I am learning?' and 'how could I apply this learning to everyday life?';
- be sure to look for examples of human development concepts in your own family, workplace and social situations, as well as the surrounding community; and
- recognize that your experiences and observations form an important foundation for meaningful learning.

The study of human development in this course will take you beyond your experience and existing knowledge, providing you with critical theoretical and research perspectives that help us to understand ourselves and those around us, and guide us as we seek to find solutions to individual and social problems.

[top](#)

## Course description

The *University of Manitoba Undergraduate Calendar* provides the following description of the course FMLY 1010 Human Development in the Family:

Introductory survey of key aspects of human development processes within the family context from a life-span perspective. Not to be held with NURS 1260 (or 049.126).

[top](#)

## Course goals

The general goal of this course is to introduce you to the process of human development from conception to old age and to increase your understanding of human behaviour and human relationships with a particular emphasis on the family context in which human development takes place.

Specifically, after completing this course, you will be able to:

- explain the major components of five theoretical perspectives of human development;
- describe how research in human development is conducted and to examine methods used for research;
- identify the seven stages of human development and their characteristics;
- describe the three domains of human development and how they develop from conception to old age; and
- apply theory and research to better understand everyday behaviour, experiences, and issues.

[top](#)

## Course materials

The following required materials are available for purchase from the University of Manitoba Book Store. Order your materials immediately, if you have not already done so. See your *Distance Education Student Handbook* for instructions on how to order your materials.

### Required textbook

Ateah, C. A., Kail, R. V. & Cavanaugh, J. C. (2015). *Human Development: A Life-Span View* (3rd Canadian Edition). Toronto: Thomson Nelson. (Bundled with the textbook companion site, CourseMate).

Bookmark the following website – it will be used frequently throughout the course:

- Textbook companion website, CourseMate:  
<https://login.nelsonbrain.com/cb/login.htm>  
See the CourseMate widget on the Course Homepage for information on accessing CourseMate

[top](#)

## Course overview

This course is organized into 8 units:

Unit 1	<p><b>Fundamental Issues in Human Development, Theories of Development, and Developmental Research Methods</b></p> <p>Unit 1 examines fundamental issues that have been around for centuries and that will reappear continuously in the study of life span development. We will also examine the theoretical frameworks that</p>
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	<p>guide our understanding and interpretation of human behaviour, and the methods that researchers use to investigate topics in human development.</p>
Unit 2	<p><b>Heredity, Prenatal Development, and Birth</b></p> <p>Unit 2 examines development from conception throughout the thirty-eight weeks of prenatal development culminating in the birth of the child. We will study the biological and the psychosocial foundations of prenatal development using a multidisciplinary approach.</p>
Unit 3	<p><b>Development in Infancy</b></p> <p>The first two years of life are a rapid time of change. During this period, the newborn evolves from a helpless, vulnerable individual, to a walking, talking toddler full of curiosity and striving for independence. Unit 3 looks in depth at early growth and development and examines the range of influences on physical, brain, motor, sensory, cognitive, language, social, and emotional development.</p>
Unit 4	<p><b>Development in Early Childhood</b></p> <p>While most of us cannot remember our infant experiences, many can remember experiences in early childhood. We may be able to recall early play interests and experiences and may have memories of early friendships. In Unit 4 we continue the discussion of growth and development in physical, motor, cognitive, language, social, and emotional domains from during the preschool years.</p>
Unit 5	<p><b>Development in Middle Childhood</b></p> <p>The first day of kindergarten launches the beginning of a whole new world for the child. Unit 5 continues the discussion of physical, motor, cognitive, language, social, and emotional development during middle childhood. We also examine growing academic skills, the influence of educational experiences, the role of the family, and the powerful influence of friends and social groups.</p>
Unit 6	<p><b>Development in Adolescence</b></p> <p>Adolescence is a period of rapid growth and change, and one that many recall vividly. This period between childhood and adulthood is full of exhilarating moments, painful experiences, embarrassing circumstances, great accomplishments, and immense confusion. In Unit 6 we examine the physical, cognitive, social, and emotional characteristics of adolescence and the move into the adult world.</p>
Unit 7	<p><b>Development in Young and Middle Adulthood</b></p> <p>At some point in every adult's life, they ask themselves, 'when did I become a grown-up?' Unit 7 considers the transition to adulthood and examines the unique qualities and changes in the physical, health, cognitive, social, and interpersonal domains during this period.</p>

Unit 8	<p><b>Development in Late Adulthood</b></p> <p>The course concludes with an examination of the physical, cognitive, mental, and social aspects of later life. We will look at current knowledge and research on aging, and challenge ourselves to examine the facts and dispel the myths.</p>
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[top](#)

## How to proceed

For success in any course, particularly when you are studying independently, it is important to have a clear picture of how the course will develop and what the demands of the course will be. Take time now to read to the end of this section, **Introduction to the Course**.

Bookmark or print a copy of the [Course Schedule](#) and refer to it often to manage your course progress.

Begin each unit by reading the introduction and learning objectives. Turn each objective into a question and think about answering those questions as you work through the readings.

Next, find the appropriate readings in the textbook and review the chapter outline and the learning objectives. Look through the chapter, paying attention to the chapter headings. As key terms are introduced, note the way in which they are highlighted.

Read the chapter, keeping in mind the questions that you have formulated. Take brief notes as you read and pause at the end of each section to review your questions.

At the end of each section and at the end of chapter in your text, pause to review these useful sections:

- Test Yourself
- Summary
- Key Terms

[top](#)

## Learning activities for students

At the end of each unit you should be able to summarize what you have been reading, in your own words. Completing a chart like the one shown below will help you summarize your thoughts. Begin by asking yourself:

<b>Unit Summary</b>	
What are the main points in the reading?	
What are the key concepts?	

What do I think about these ideas?	
How do these ideas fit into what I already know and what I observe in the world around me?	

At the end of each unit in the course material, you will also find suggested activities; try them out. They challenge you to take your learning a step further by helping you to apply your learning to everyday experiences and issues.

## Interacting with new concepts

Learning by interacting with the new concepts presented in your course materials is very important. You should be actively thinking about the course content as you complete your readings and assignments. There are many ways to get the most out of your learning.

## Interacting online with other students

Consider creating online study groups. Exchanging information, questions, and ideas with other students can enrich your learning experience. Take advantage of the communication tools in the course website to learn by interacting with others in your class!

The tools include:

- e-mail,
- discussion, and
- chat.

For example, post your questions or comments in the discussion area. Other students often have the same questions, so if you are wondering about something but are hesitant to ask the instructor, ask other students first — you may find that you quickly get the answers to your questions.

## With your instructor

Questions? Concerns? Discussion? Address any concerns regarding assignments directly with your instructor.

## Using the library

Additional readings will enrich your learning experience and your understanding of your course topics. You can search any library using on-line library search tools to find these and other related materials. Check your Distance and Online Education Student Handbook for information about accessing the University of Manitoba library.

[top](#)

## Evaluation and grading

The evaluation for this course includes **two assignments** completed during the term, **two online term tests**, and a **final examination**. The final examination

will cover material from the entire course but with greater emphasis on those units not tested in the term tests. The final examination will be scheduled by the Student Records Office during the examination period.

### Distribution of marks

Evaluation	Percentage
Assignment 1	25%
Assignment 2	20%
Term Test 1	10%
Term Test 2	10%
Final examination	35%
Total	100%

[top](#)

## Assignments

The two assignments are available below or from the Assignments section of the course website.

**Assignment 1** requires that you participate in **online discussions**.

- a. [Assignment 1](#)
- b. [Assignment 1 Marking Guidelines](#)

**Assignment 2** must be **submitted online**. Assignments are submitted under Dropbox in your course website or click on the link [How to submit](#) for further information.

- a. [Assignment 2](#)
- b. [Assignment 2 Marking Guidelines](#)
- c. [Assignment 2 Consent Form](#)

## Assignment due dates

See the [Course Schedule](#) and check Course Announcements on the Course Homepage.

[top](#)

## Term tests

The term tests will be administered online. Each term test is one hour long, and the questions are based on content from the chapters specified in the Course Schedule. Each term test contains 25 multiple-choice questions (worth one mark each). You will choose 2 out of 4 short-answer questions that are each worth 2.5 marks. Be sure to use the Test Yourself sections in the text and the Practice Quizzes in the CourseMate.

[top](#)

## Final examination

The examination, written either at the University of Manitoba or another designated site, is three hours in length. The questions are based on content from the entire course, but with an emphasis on material covered after the term tests. The examination will consist of 60 multiple-choice questions (worth one mark each). You will choose 3 out of 5 short-answer questions that are each worth 5 marks.

The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. **All students must declare** an exam location. The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

### A word of caution about the assignments, term tests, and the final examination

Some students find that they do very well on the assignments, but they do not do nearly as well on the tests and examination. While your grades on the assignments will give you some idea of how well you are mastering the material, they may not indicate how well you will do on the tests and examination, because the tests and examination are written under very different circumstances.

Because the assignments are open book, they do not require the amount of memorization that a closed-book examination requires, nor are they limited to a specific time period. Some students have told us that, based on the high marks they received on the assignments, they were overconfident and underestimated the time and effort needed to prepare for the final examination.

Keep all this in mind as you prepare for the tests and examination; use the practice questions at the end of each unit. You may want to practice for the tests and examination by completing questions within a set time limit and not having any books available.

Pay careful attention to the description of the type of questions that will be on the tests and examination. Preparing for multiple-choice questions involves a different type of studying than preparing for essay questions. Do not underestimate the stress involved in writing a time-limited tests and examinations.

The CourseMate site has some useful resources including Practice Quizzes, Games, Flashcards and other activities for each chapter. Use these resources at the end of each unit and when you are studying for the final exam.

### Grading scale

Letter grade	Percentage range	Description
A+	95 – 100	Exceptional
A	85 – 94.5	Excellent
B+	80 – 84.5	Very good
B	72 – 79.5	Good
C+	66 – 71.5	Satisfactory
C	60 – 65.5	Adequate
D	50 – 59.5	Marginal

F	Less than 50	Failure
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[top](#)

## Glossary

Key terms are identified and defined within the contents of each book chapter, and listed at the end of each chapter. As well, there is an alphabetical glossary, including key terms and other important concepts, at the end of the textbook. You will also find online dictionaries and glossaries through online resources used in the course.

[top](#)

## Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

[top](#)

## Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

[top](#)

## Acknowledgments

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