Human Development: Infancy through Adolescence
Human Development & Family Sciences

Syllabus – May Term (2025)
May 12, 2025-May 30, 2025 (3-weeks)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

<div align="center">Course and Instructor Information</div>

Course Title: Human Development: Infancy through Adolescence
Credits: 3
Format: Online
Prerequisites: Open to sophomores or higher
Professor: Mary Tabb Foley

Email: mary.tabb@uconn.edu

Office Hours/Availability: Available for WebEx Virtual Meetings during the duration of this course. *If you would like to schedule an appointment with me to discuss anything related to this course, please email at least 24 hours in advance.*

<div align="center">Course Materials</div>

Required course materials should be obtained before the first day of class.
Texts are available through a local or online bookstore of your choice. The UConn Bookstore carries the required text(s), which can be shipped (fees apply).

Required Materials:
1. Laura E. Berk *Infants, Children and Adolescents* Boston: Sage Publishing (Perusall Access Code)
2. My Virtual Child – Online Virtual Program (Prentice Hall), Frank Manis

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

<div align="center">Course Description</div>

This is an introductory survey course on child development, infancy through adolescence. We will use a multidisciplinary perspective to examine the biological, psychological, cultural and sociological influences that combine to shape the individual development of children. This class will help you to develop an understanding of concepts, methods, and research findings central to the study of child development.

<div align="center">Course Objectives</div>

At the completion of this course students will be able to,
- Identify and analyze major developmental stages, processes, and milestones from conception through early adulthood in physical, cognitive, and social/emotional domains.
- Identify and analyze relational, familial, cultural, economic, political, and historical influences on development.
- Explain the major theoretical perspectives that inform the student of human development.
- Differentiate characteristics of typical and atypical development from conception through early adulthood.
- Identify and analyze the interdependence and importance of maturation and social/environmental factors on the developmental domains to recognize and describe individual developmental patterns.

Module 1: Topic 1 – Introduction and History, Theory and Research
Module 1: Topic 2 – Biological and Environmental Foundations

Module 2: Topic 1 – Prenatal Development
Module 2: Topic 2 – Birth and the Newborn Baby
Module 2: Topic 3 – Physical Development in Infancy and Toddlerhood
Module 2: Topic 4 – Cognitive Development in Infancy and Toddlerhood
Module 2: Topic 5 – Emotional and Social Development in Infancy and Toddlerhood

Module 3: Topic 1 – Physical Development in Early Childhood
Module 3: Topic 2 – Cognitive Development in Early Childhood
Module 3: Topic 3 – Emotional and Social Development in Early Childhood

Module 4: Topic 1 – Physical Development in Middle Childhood
Module 4: Topic 2 – Cognitive Development in Middle Childhood
Module 4: Topic 3 – Emotional and Social Development in Middle Childhood

Module 5: Topic 1 – Physical Development in Adolescence
Module 5: Topic 2 – Cognitive Development in Adolescence
Module 5: Topic 3 – Emotional and Social Development in Adolescence

Instructor's Notes:

- Although you are highly encouraged to use the weekends to read and prepare for the course assignments, no assignments are due on the weekends. It is at your discretion to complete open assignments during the weekends.
- Assignments, quizzes, and end of topic assessments may be done when you have finished the lectures, PowerPoints and readings for that module/topic. Because the material is developmental, you must do the work in the order that this course is designed.
- Parent Meetings/Discussions and the raising of your Virtual Child must be completed in order as well and must follow the schedule provided in the Course Schedule.

Course Requirements and Grading

This course is offered online, asynchronous through HuskyCT (HCT) and is designed to cover five (5) modules of study. Although certain modules and weekly assignments may differ, students should commit 3-5 hours of work each day for this course. Within each module, students will complete assessments that focus on specific topics or concepts related to human development. Within each module, students will gain knowledge and develop an understanding of concepts through readings while applying their understanding of content to course discussions and assignments. This course is designed for students to participate in different learning activities that will reinforce the information they are learning through reflection and representation.

Participation

To be successful in this course, students will need to be self-directed and motivated. This is a quick, three-week, online course that requires students to be able to acclimate to the course very quickly. Although this course does not require students to meet online "live" during specific times, students will maintain a weekly "workflow" based on the schedule provided. It is recommended that students check in to the HuskyCT course page at least two times daily during the week, possibly more for certain assignments. Please notify instructor of any outstanding circumstances that would prevent full involvement in this course. Students are expected to have full access to the internet. All work should be submitted when the assignment is due – no late work will be accepted.

Communication Policy

All announcements and updates will be sent through HuskyCT. It can be helpful to have the email associated with your HuskyCT account easily accessible. You can also download the app to have more easy access to announcements (I do not recommend using the app for any "work" done on HuskyCT).

Please know that I do my best to respond to your messages in a timely manner (generally within 24 hours) but avoid waiting until the last minute to connect. During the week, messages are generally checked from 8:00 a.m. through 5:00 p.m. Any messages sent over the weekend may not be responded to until Monday morning.

General Questions/Inquiries:

Class communication can be done through the "Class Questions" Discussion Board on HuskyCT. Many of your peers may have the same questions – about assignments or challenges to our HuskyCT page. This is a great spot to post these and get answers.

Individual or Personal Questions:

Please use my UCONN email for other questions outside of general course questions.

Due Dates and Late Policy

All course due dates are identified in the course calendar/schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Late work **will not** be accepted if students have not made arrangements with the instructor prior to the assignment due date. Assignments will NOT be accepted out of order. Students must follow the course schedule in order to receive credit for any graded component of this course. *The instructor reserves the right to change dates accordingly as the intersession progresses. All changes will be communicated in an appropriate manner.*

Feedback and Grades

Grading and feedback will be provided within 24-48 hours. To keep track of your performance in the course, refer to "My Grades" in HuskyCT. If you have any questions about grades that you've earned, be sure to communicate that to me via email. Within HuskyCT, a provided form is available to keep track of grading and help students monitor progress in this course.

Overview of Course Components:

- **Virtual Child:** *We will use the My Virtual Child program for this course. My Virtual Child (VC) is a simulation program designed to give you the opportunity to use the information that you learn through class as well as your life experience to "raise" a child of your own from birth through adolescence. We will use the experience of raising our VC as the anchor for Parent Group Meetings and assignments. You will follow a planned schedule of raising your VC and stop as indicated on the calendar. Your will receive a grade for raising your VC to the required day – without exceeding the timeline. The VC program will ask you to raise your children to a particular age. For example, the first age you will be asked to raise your child to is 19 months. You will answer all of the questions up to AND including those at the 19 month age. After that, the VC program will progress to the next age in the program (not necessary the next chronological age however). For each age checkpoint, do not move forward until you've passed that due date.*
- *For technical support for the VC program, visit PearsonEd 24/7 Technical Support and be sure to choose the "Live Chat" option to ensure you get a quicker response.*
- **Virtual Child – Parent Group Meetings:** *You will be part of a small group on HuskyCT discussion board. Your group will be given a series of problems/issues related to each of the developmental age ranges. The small group*

discussion is meant to simulate a group of parents discussing a particular issue. You will use your VC parenting experience and your personal life experiences to discuss the question and come up with responses. This activity cannot be made up and each student's participation is vital to ensure a lively discussion.

- **Assignments:** *There are some modules that have assignments required for you to synthesize your readings, VC experience and personal life experiences.*
- **Video Quiz Questions**: *Within most modules/topics, there will be some embedded videos as part of the lecture/readings. There will be short quizzes to assess you in your review of these videos.*
- **End of Topic Assessments**: *Within each module/topic, there will be an end of module assessment. These assessments will use multiple choice questions to encourage you to synthesize the information in each topic and express your understanding of the material.*

Grading Scale:

Undergrad

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

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Software Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.