INTRODUCTION TO COURSE:
Please click on the link below to view an introduction module on this course. This presentation will walk you through the syllabus. This introduction will also provide an overview of the course format and administration.


COURSE FORMAT:
This is an online course. There are no 'live' or face-to-face classroom meetings. Instead, all materials will be posted on Learn@UW. This includes the syllabus, interactive lectures, supplemental videos, quizzes, and announcements. You will also be taking quizzes via Learn@UW.

COURSE DESCRIPTION:
This course examines theory, research, and practical applications in the field of lifespan human development related to the period of adolescence through the end of the life. We will examine physical, cognitive, and socioemotional development of individuals during adolescence, young adulthood, middle adulthood, and later adulthood and the individual, family, historical, and cultural factors that influence these stages.

TECHNICAL ASSISTANCE:
No special software is required as long as you have a web browser with an up-to-date Adobe Flash Player plugin. We have had the most consistent success with Microsoft...
Internet Explorer, Apple Safari, and Google Chrome. To test your browser, try playing the introduction lecture located at the link below. If you are unable to load course content, you should contact the DoIT Help Desk to resolve any technical problems (608-264-4357, 6:00 AM to 1:00 AM, 7 days a week, http://kb.wisc.edu/ helpdesk/). The instructor will be unable to help you resolve these issues. The lectures may not play on iPads.


**LEARNING OUTCOMES:**
This course fulfills the following Human Development and Family Studies Learning Outcomes:

- Family Studies Option Learning Outcome C: Knowledge of lifespan human development, including individual differences, such as disabilities, in social and ecological contexts
- Child Development Option Learning Outcome D: Knowledge about adult development and aging

**MODULES AND INTERACTIVE LECTURES:**
This course has been structured around the required course textbook. There are 9 topic areas, which correspond to the title of the textbook chapters 11-18 and the Epilogue. There are several modules under each topic area. Each module contains a variety of materials including required online readings, audio lectures, quizzes, and other activities. It is recommended that you read the textbook chapter first and then complete the modules.

Lectures are interactive in two ways: 1) some slides require viewer input to continue (e.g., clicking on the slide) and 2) there are recap and reflection questions embedded throughout (e.g., multiple choice, true/false). These questions are not graded. Please note that these questions are meant to increase student engagement and opportunities for review and reflection. These questions are not necessarily similar to questions that will appear on quizzes. Therefore students should feel free to use these questions as one of many study tools but should not rely upon lecture questions as their only resource to prepare for graded quizzes.

**REQUIRED TEXT:**

**ASSESSMENT:**
Because this is a web-based course, your performance depends largely on self-directed learning. Your grade is based on: 1) your highest 9 quiz scores (out of a possible 10), each worth 25 points, 2) your highest 7 Discussion Board Original Posts (out of possible
a 8), each worth 2 points; and 3) your highest 7 Discussion Board Discussion-Mate Responses (out of a possible 8), each worth 2 points.

Thus, a total of 253 points can be earned in this course. Grades will be assigned as follows:

\[
\begin{align*}
A &= 240-253 	ext{ points} & C &= 176-193 	ext{ points} \\
AB &= 227-239 	ext{ points} & D &= 151-175 	ext{ points} \\
B &= 209-226 	ext{ points} & F &= 0-150 	ext{ points} \\
BC &= 194-208 	ext{ points} \\
\end{align*}
\]

**QUizzes:**
There are 9 quizzes. Quizzes are due by 11:59 pm on the assigned due date (see schedule below). The course is self-paced in the sense that students can take quizzes at any point between the time they are posted and the date/time that they are due. You can use any course materials that you want while completing quizzes (e.g., textbook, notes) as long as you complete quizzes by yourself and without assistance from other individuals. Each quiz is timed and can be taken only once. After you begin a quiz, you cannot stop and continue at a different time. Therefore it is your responsibility that you take the quiz during a time when you will be free of distraction and that technical problems are minimized (e.g., stable internet connection, fully charged laptop battery). Quizzes will consist of 25 multiple-choice questions (each worth 1 point). You will have 25 minutes to complete the quiz. You will receive a score of 0 on any questions not answered within the 25 minutes.

Students seeking an opportunity to increase their grade can take advantage of the optional final quiz (or quiz 10) during the last week of class. This final quiz consists of 50 multiple-choice questions (each worth \( \frac{1}{2} \) point; total of 25 points) and is cumulative (i.e., covers information from the entire course). You will have 50 minutes to complete the optional final quiz.

There is NOT an additional in-class final exam for this course.

Because you can take quizzes at your convenience, late quizzes will never be accepted; if you miss one of the first 9 quizzes for any reason, you can drop that score and replace it with the final quiz.

<table>
<thead>
<tr>
<th>Quiz</th>
<th># Questions/Points</th>
<th>Information Covered</th>
<th>Date Available (by 8am)</th>
<th>Due Date (by 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>25 questions (each 1 point)</td>
<td>Text Chpt 11 Modules 1-3</td>
<td>Wed, Jan 21st</td>
<td>Wed, Jan 28th</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>25 questions (each 1 point)</td>
<td>Text Chpt 12 Modules 4-6</td>
<td>Wed, Jan 28th</td>
<td>Wed, Feb 4th</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>25 questions (each 1 point)</td>
<td>Text Chpt 13 Modules 7-9</td>
<td>Wed, Feb 4th</td>
<td>Wed, Feb 18th</td>
</tr>
<tr>
<td>Quiz</td>
<td>25 questions</td>
<td>Text Chpt 14</td>
<td>Wed, Feb 11th</td>
<td>Wed, Feb 25th</td>
</tr>
<tr>
<td>Quiz</td>
<td>Questions</td>
<td>Text</td>
<td>Dates</td>
<td>Dates</td>
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<td>------</td>
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</tr>
<tr>
<td>5</td>
<td>25 (1 pt)</td>
<td>Chpt 15, Module 13, Chpt 16</td>
<td>Wed, Feb 25th</td>
<td>Wed, March 11th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(work in midlife) pages 520-526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>25 (1 pt)</td>
<td>Chpt 16</td>
<td>Wed, March 11th</td>
<td>Wed, March 25th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(except work in midlife)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>25 (1 pt)</td>
<td>Chpt 17, Module 16-18</td>
<td>Wed, March 25th</td>
<td>Wed, April 8th</td>
</tr>
<tr>
<td>8</td>
<td>25 (1 pt)</td>
<td>Chpt 18, Module 19-21</td>
<td>Wed, April 8th</td>
<td>Wed, April 22th</td>
</tr>
<tr>
<td>9</td>
<td>25 (1 pt)</td>
<td>Chpt 11-18, pgs 605-625, Module 1-24</td>
<td>Wed, April 22nd</td>
<td>Wed, May 6th</td>
</tr>
<tr>
<td>Final</td>
<td>50 (0.5 pt)</td>
<td>Chpt 11-18, pgs 605-625, Module 1-24</td>
<td>Wed, May 6th</td>
<td>Wed, May 13th</td>
</tr>
</tbody>
</table>

**Quiz Scores:** If you have questions about a quiz and/or believe that your answer is the best answer (even though it was marked wrong), email Dr. Hartley with: 1) The question you got wrong; 2) A detailed explanation for why your answer is the best/better answer. In this explanation, you must provide citations from the textbook or modules to support your argument.

**DISCUSSION BOARD:**

Each student will be assigned to a small discussion group of about 8-10 students (referred to as your “discussion-mates”). Each week, I will post a question to the discussion board (e.g., asking you to reflect on a recent news story, video, or article).

**Original Response:** First, you need to post an original response to the question (2 pts each). Your original response will be evaluated based on the extent of complexity, critical analysis, and application of course content. Original posts must be at least 250 words. They should not be longer than about 300 words.

**Response to Discussion-Mate:** Second, you need to post a response to a discussion-mate’s original post (2 pts each). You must post a response to a discussion-mate that has NOT already been responded to. You can tell if a post has been responded to because a link to the response will appear underneath the original post (links are indented slightly). So, please choose a discussion-mate’s post to which no one else has responded. However, if this is not possible (i.e., every discussion-mate has received a response), you may post a response to a discussion-mate that has already been responded to. Your response to your discussion-mate will be evaluated based on whether it is a thoughtful response that builds on the original post by adding new and
substantial information (e.g., “This is a great idea for an intervention. I especially like the parent component, as it provides a nice way to strengthen the teenager-parent relationship. One way to further improve upon this idea would be to .......”). Responses to discussion-mate’s posts should be 150-200 words.

**Grading Discussion posts:** Each discussion (original response = 2 points; discussion-mate response = 2 points) are worth up to 4 points. These points will be allotted using the following criteria:

**Clarity:** The post is written clearly and well-organized, with minimal grammatical/spelling errors.

**Completeness:** The post addresses all parts of the discussion question/assignment and is an appropriate length

**Use of evidence:** The post reflects a solid understanding of course content. Opinions are clearly supported by evidence from information from the course (text book, modules, or supplemental information). It is best to indicate where information came from (e.g., “In the text book on page xx, .....” or “as indicated in the video “xxx,”.....).

**Extension/reflection:** The post is thoughtful and extends or reflects upon course content, for instance by connecting it to personal experience, social policies, things in the media, or by responding to someone else’s experience.

The Teaching Assistants (TAs) are responsible for grading discussion board activities. If you are in Discussion groups 1-12, please email Ann Frisella (afrisella@wisc.edu) with any questions/concerns about discussion board activity scores. If you are in Discussion groups 13-24, please email Hannah Otalora-Fadner (hotalorafadn@wisc.edu) with any questions/concerns about your discussion board activity scores.

**All posts/responses are due by 11:59pm** on the date shown below. Because you are able to complete these posts at your convenience and because your classmates depend on your posts to complete their own assignments, posts will never be accepted late. Moreover, you can drop your lowest discussion post from your final grade.

<table>
<thead>
<tr>
<th>Discussion Board</th>
<th>Possible Points</th>
<th>Question Posted</th>
<th>Original Response Due (by 11:59 pm)</th>
<th>Open to Respond to Discussion-Mate</th>
<th>Response to Discussion-Mate Due (by 11:59 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1</td>
<td>4</td>
<td>Wed, Jan 21st</td>
<td>Wed, Jan 28th</td>
<td>Thurs, Jan 29th</td>
<td>Sun, Feb 1st</td>
</tr>
<tr>
<td>Discussion 2</td>
<td>4</td>
<td>Wed, Feb 4th</td>
<td>Wed, Feb 11th</td>
<td>Thurs, Feb 12th</td>
<td>Sun, Feb 15</td>
</tr>
<tr>
<td>Discussion 3</td>
<td>4</td>
<td>Wed, Feb 18th</td>
<td>Wed, Feb 25th</td>
<td>Thurs, Feb 26th</td>
<td>Sun, March 1</td>
</tr>
<tr>
<td>Discussion 4</td>
<td>4</td>
<td>Wed, Feb 25th</td>
<td>Wed, March 4th</td>
<td>Thurs, March 5th</td>
<td>Sun, March 8th</td>
</tr>
</tbody>
</table>
How to use Discussion Board:

1. From the Course Homepage, click on the “Discussion” tab on the tool bar at the top left corner of the page. A list of Discussion Forums and Topics will appear. You should see different Forms (Discussion 1, Discussion 2, etc.).

2. To read the discussion assignment, click on the topic (Group #), and you will see a post from Dr. Hartley. There will often be an article or link to video attached to the post.

3. To make your discussion post, click “Start a New Thread”, which is the blue box near the top of the page. A new window will appear with a box for the subject/title of your post and a box for the content of your post. **Title your post with the Discussion # and type and your name (For example: “Original Response 1- Dr. Hartley” or “Discussion-Mate 1- Dr. Hartley”).**

4. Type in the content of your post. If you’d like, you can spell check your post before sending (click on box that has ABC and checkmark), and you can preview your post (click on box that has magnifying glass).

5. When you are finished composing the content of your post, click on the button labeled “Post.”

6. To respond to someone else’s post (i.e., Discussion-Mate Response), click on the title of their post. Once the post is open, click on the blue box “Reply to Thread”. Type your response and then click “Post.”

COMMUNICATING:
Given that there is not a ‘live’ class, it important that you stay connected and regularly check for messages posted on the front page of our learn@uw site. In addition, we will send you reminder emails to your campus account. Be sure to check your campus email regularly. You are encouraged to contact Dr. Hartley if you have any questions about how to take an online course, or about course content, or quizzes. The best way to contact Dr. Hartley is through email.

ACADEMIC INTEGRITY:
This is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student’s own academic efforts. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Please refer to the University’s website for complete information and policies regarding academic misconduct.
DISABILITY ACT STATEMENT:
I wish to fully include persons with special needs in this course. Please let me know if you need any accommodations in the curriculum, instruction, or assessment procedures of this course to enable you to succeed. I will work with you to develop strategies to meet both your needs and the requirements of the course. Please note that official university services and accommodations require documentation from the McBurney Disability Resource Center on campus (702 W. Johnson, 608-263-2741, mcburney@odos.wisc.edu, www.mcburney.wisc.edu).

SYLLABUS DISCLAIMER:
The instructor reserves the right to make changes to this syllabus as needed. Any changes will be announced via email and posted on the course website. It is the student’s responsibility to check email and the website regularly, make note of changes to the syllabus, keep up with readings and lectures, and meet due dates for quizzes.