



Family and Consumer Science Department
FCS 1500: Human Development Through the Lifespan
Section 04: T & Th, 1-2:15pm

Instructor: Nancy Jenkins, Ph.D.
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CRN: 42610
Semester/Year: Fall 2017
Credit Hours: 3.0
Class Location: 106 WEDU Prerequisites/Fees: None

Course Description: This course is of particular interest to those interested in education and health. Utilizes theory and current practices in child development as they apply to the effects of culture and the bio-social, cognitive, and psychosocial development through the lifespan. Diversity as well as global issues affecting human populations are integrated into each section of the course. Lecture-based course with a strong laboratory involvement in the Dixie State University Preschool. Includes observations and active learning approaches in class.

General Education Status: Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global & Cultural Perspectives course.

Family and Consumer Sciences Department Learning Outcomes:

- Define currently accepted theory within the discipline.
- Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
- Demonstrate professional practices specific to the discipline by completing assignments.
- Show, in writing, the ability to think critically by:
 - Gathering information
 - Comparing and contrasting sources and quality of information
 - Evaluating information for reliability and validity
 - Creating resolutions/proposals to solve questions or problems within the discipline

Social Sciences General Education Objectives:

- Students will demonstrate knowledge of human development and the human condition.
- Students will recognize the ideas, people, and events in the past that are generally thought to be important to society and civilization.
- Students will develop informed points of view based on knowledge in psychological, social, economic, and/or political theory that can be expressed orally or in writing.

Global/Cultural Perspective (GLOCUP) Learning Objectives:

- Examine and critique information and argument related to substantive problems that have a global dimension.
- Learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community.
- Demonstrate the ability to develop informed judgments about global issues.
- Synthesize and balance information in developing appropriate evidence-based conclusions about global issues.

- Demonstrate an understanding of the interconnectedness of society, culture and individual identity.

Course Learning Objectives: At the end of the semester, students enrolled in this course will be able to:

- Discuss issues of diversity of human development across gender, ethnic orientation and social class.
- Explain development in the context of development theory, by relating various theoretical frameworks to the study of substantive developmental issues. (Theories put forth by Erikson, Piaget, Vygotsky, and others will be explored, as well as ideas relevant to Learning Theory, Information Processing Theory, Sociocultural Theory, and Ecological Theory, Lifespan and Life Cycle Theories.)
- Engage in critical thinking about themes in the text and relate the scholarly material to personal questions and concerns relative to developmental stages, domains, and developmental controversies.
- Explain stage changes and continuous changes and interactions likely to occur overtime in each of the developmental domains.
- Recognize and evaluate research techniques appropriate for studying human development: i.e. types of studies used, ethical obligations, techniques for ensuring validity and reliability.
- Do observational research and follow guidelines and procedures for observing young children in a variety of settings. Research experience will be gained by observing in the preschool and writing a case study on a preschool child. Other observations relevant to specific developmental period will also be completed.
- Explain methods of interaction and behavioral influences in various developmental periods as viewed by current theoretical approaches to human development.
- Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects.
- Examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition.
- Demonstrate an ability to analyze differences and similarities within (or) across cultures.
- Examine the role of social factors, e.g. race, gender, ethnicity, class, sexual orientation, religion, etc., in shaping social interaction, cultural worldviews, and individual identity.

Specific objectives for each chapter will be discussed in class. Objectives will be accomplished by reading the text and outside sources, observation of children in different stages of growth and development, listening to class lectures and participating in discussions. Watching videos, and writing papers will also contribute to achieving the course objectives

Required Text: *Invitation to the Life Span*. 3rd Edition, Berger, K. S., Worth, 2016 and Course Supplement (on Canvas)

Grading Summary (More detail given on assignments below) :

Reading quizzes (15--1/chapter; 5 points each)	75
College Friend Day Planning & Participation (3; 5 points each)	15
College Friend Day Observation Papers (3; 30 points each)	90
Observation Papers (6; 30 points each)	180
Exams (6; various points)	120

Final Exam	100
Total	580

Grading Scale:

A = 94-100%

B- = 80-83%

D+ = 67-69%

A- = 90-93%

C+ = 77-79%

D = 64-66%

B+ = 87-89%

C = 74-76%

D- = 60-63%

B = 84-86%

C- = 70-73%

F = below 60%

Week	Day	Date	Read	Description
1	T	22 Aug		Course Overview, Form Groups, Critical Thinking about Knowing, From Ch.1: Science of Development (How/Why)
	TH	24	Ch. 1	Reading Quiz 1; Science of Development (Lifespan, Methods/Challenges)
2	T	29	Ch. 1	Science of Development (Human Development Theories)
	TH	31	Ch. 1	Science of Development (Human Development Theories)
3	T	5 Sept	Ch. 2	Reading Quiz 2; From Conception to Birth
	TH	7	Ch. 3	Reading Quiz 3; The First Two Years: Body and Mind
4	T	12	Ch. 3	The First Two Years: Body and Mind
	TH	14	Ch. 4	Reading Quiz 4; The First Two Years: Psychosocial Development
5	T	19	Ch. 4	Psychosocial Development, College Friend Day Planning, Meet the Preschoolers
	TH	21	Ch. 5	Reading Quiz 5; College Friend Day #1, Early Childhood: Body and Mind, Ch. 2-4 Exam* (9/19-9/26)
6	T	26	Ch. 5	Early Childhood: Body and Mind; College Friend Day Planning #2; College Friend Day #1 Observation Due
	TH	28	Ch. 5	Infant/Toddler Observation Due; College Friend Day #2, Early Childhood: Body and Mind
7	T	3 Oct	Ch. 6	Reading Quiz 6; Early Childhood: Psychosocial Development; College Friend Day Planning #3; College Friend Day #2 Observation Due
	TH	5	Ch. 6	College Friend Day #3, Early Childhood: Psychosocial Development; Ch. 5-6 Exam* (10/5-10/10)
8	T	10	Ch. 7	Reading Quiz 7; Middle Childhood: Body and Mind, College Friend Day #3 Observation Due
	TH	12		FALL BREAK, NO CLASS
9	T	17	Ch. 8	Reading Quiz 8; Middle Childhood: Psychosocial Development
	TH	19	Ch. 8	Middle Childhood: Psychosocial Development; Ch. 7-8 Exam* (10/19-10/23)
10	T	24	Ch. 9	Reading Quiz 9; Adolescence: Body and Mind;
	TH	26	Ch. 9	Elementary Observation Due, Adolescence: Body and Mind
11	T	31	Ch. 10	Reading Quiz 10; Adolescence: Psychosocial Development
	TH	2 Nov	Ch. 10	Adolescence: Psychosocial Development, Ch. 9-10 Exam* (11/2-11/7)
12	T	7	Ch. 11	Reading Quiz 11; Emerging Adulthood: Body, Mind, and Social World
	TH	9	Ch. 12	Reading Quiz 12; Adolescent Observation Due, Adulthood: Body and Mind
13	T	14	Ch. 12, 13	Reading Quiz 13; Adulthood: Body and Mind, Psychosocial Development
	TH	16	Ch. 13	Young Adult Observation Due, Adulthood: Psychosocial Development; Ch. 11-13 Exam* 11/16-11/21)
14	T	21	Ch. 14	Reading Quiz 14; Middle Adult Observation Due, Late Adulthood: Body and Mind
	TH	23		THANKSGIVING- NO CLASS
15	T	28		Late Adult Observation Due, Death and Dying
	TH	30		Epilogue, Last class
16	TH	14 DEC		Final Exam Section 04: 1-2:50pm

- Keep a copy of all assignments and graded work.
- Assignments are due the day indicated on the outline.
- Ten percent of the original assignment point value will be deducted for each class-day late, until ten class days have passed.

On the first week of class you will be put into groups. You will use your groups for College Friend Day planning and observations or in-class activities.

Reading Quizzes: Read each chapter before coming to class. There is a reading quiz for each chapter, due before we begin covering that material in class.

College Friend Days: A preschool section will be held in conjunction with the class. You will be the children's "College Friends." You will observe children in group situations, plan activities for the children, assist the preschool teacher if needed, take notes, and do write ups of what you observe. If you miss the day of your observation, unless it is an emergency or otherwise college-related absence, the observation cannot be made up. Points are awarded for planning, participating in, and writing an observation paper for each College Friend Day.

Observations: Written observations are required. You will complete nine (9) total observations. Three (3) will be in conjunction with the College Friend Days and the other six (6) will be in regards to other developmental time periods: Infant/Toddler, Elementary Child, Adolescent, Young Adult, Middle Adult, and Late Adult. Each observation has a form on Canvas to guide you in taking notes. For each observation, you will write a 2-3 page paper describing your observation and using appropriate developmental theories to gain insight into the behavior observed. You must use one academic source in addition to our textbook as references for each observation paper. **The papers will be submitted electronically in Canvas.**

Assignment Detail

General: Most assignments will be detailed in Canvas. Read the descriptions and follow the instructions carefully, along with the following guidelines:

Unless otherwise noted, papers are to be submitted electronically through Canvas

Unless otherwise noted, all papers are to be typewritten, double-spaced. Use size 12 font. If you are asked to turn in worksheets, these can be handwritten. Headings of typed papers should include name, course number and section, assignment title, and date.

Writing will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Provide college level work.

Cheating will result in course failure: do not plagiarize the work of others.

Exams: An exam will be given at the end of each major part in the text (with the exception of the final part, which will be covered in the final exam). An exam review sheet will be provided. Most tests will cover two to three chapters.

You will be held accountable for content in the reading, class discussions, and lectures. The final exam will be comprehensive. The format for assessing your progress will include multiple choice and true/false questions. You will take the exams online via Canvas at the DSU testing center. Students must take the tests on the scheduled days in the DSU Testing Center.

University and Class Regulations and Information

DSU Policies: Go to: <http://academics.dixie.edu/syllabus/> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, Wellness Center and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to University functions.

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

About the Instructor

I hold a Ph.D. in Counseling Psychology from Walden University in Minnesota, and a Master's of Science Mental Health Counseling from University of Phoenix, and a Bachelor's of Science from University of Nevada Las Vegas. My husband and I have been married for 41 years and we have five children and 19 grandchildren. I have a full time private practice working with young and old alike, helping them find answers to marital struggles, addictions, anxiety and depression. I teach parenting classes as well as marriage enrichment classes. For fun I like to swim, play with my family, read good books, scuba dive, and hike and camp. I'm here to help you succeed, please ask, and I'll do my best to assist you or help connect you to the right resource.

