



Dixie State University
Department of Family Studies and Human Development
Syllabus (and see Expanded Syllabus, below)

Course Title: Human Development / Lifespan	Course Number: FSHD 1500-41
Meeting Days/Time: Online Course	Credit Hours: 3
CRN: 42615	Instructor: Craig Allen
Semester/Year: Fall 2017	Instructor's Phone Number: 435-673-2529
Instructor's Email: Messages can be posted to the instructor in the course INBOX.	Instructor's Office Hours: W 1:00-3:00 by telephone (or by apt.) NOTE: Online course being taught from remote location

Course Description: Fulfills General Education Social and Behavioral Sciences requirement and is a Global & Cultural Perspectives (GLOCUP) course. 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 is integrated into each section of the course. Includes observations and active learning approaches in class. Includes observations and active learning approaches in class. Dual listed with PSY 1100 (students may only take one course for credit). (3 online equivalent hours per week).

Course pre-requisites and/or co-requisites: None

Required Textbook(s) and Materials: Berger, K. 2016. Invitation to the Life Span (3/ed). New York: Worth.

Course Objectives and Outcomes:

Family and Consumer Sciences Department Learning Outcomes:

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

Course/GLOCUP Learning Outcomes:	Corresponding Course Assessment
1. Examine and critique information related to substantive problems that have a global dimension. Discuss issues of diversity of human development across gender, ethnic orientation, and social class. 2.	Quizzes and exams, culture presentation assignment
3. Examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition. 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.)	Quizzes and exams, observation assignments, course project
4. Demonstrate the ability to develop informed judgments about global issues. 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.	Quizzes and exams, discussions, observation assignments, course project
5. Synthesize and balance information in developing appropriate evidence-based conclusions about global issues. Explain stage changes and continuous changes and interactions likely to occur over time 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.	Quizzes and exams, culture presentation assignment, course project

6. 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 periods will also be completed.	Observation assignments, course project
7. Demonstrate an understanding of the interconnectedness of society, culture, and individual identity. Explain methods of interaction and behavioral influences in various developmental periods as viewed by the current theoretical approaches to human development.	Quizzes and exams, discussions, culture presentation assignment, course project
8. Demonstrate the ability to analyze differences and similarities within/or across cultures. Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects.	Quizzes and exams, culture presentation assignment

Important dates to remember for Fall 2017:

Semester calendars available at <https://academics.dixie.edu/syllabus/#semester>.

Final Exam Schedule for Fall 2017: <https://academics.dixie.edu/syllabus/#finals>

DSU Student Academic Conduct and Academic Integrity Policies:

Please visit <https://academics.dixie.edu/syllabus/#semester> (click on Policies & Statements link) for information on DSU policies related to Academic Dishonesty/Academic Integrity, Disruptive Behavior, Absences related to college functions, Disability/Accessibility Resources, DMail, and Title IX.

Important links:

Disability Resource Center – <https://dixie.edu/drcenter>
 Health and Counseling Center – <https://wellness.dixie.edu>
 IT Help Desk – <https://dixie.edu/helpdesk>
 Library – <http://library.dixie.edu>
 Testing Center – <http://dixie.edu/testing>
 Tutoring Center – <http://dixie.edu/tutoring>
 Writing Center – <https://writingcenter.dixie.edu>

Instructure Canvas: If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the help desk website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located on the second floor of the Holland building, across from the east elevators. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Non-student in the classroom and other designated study areas:

(<https://dixie.edu/policylibrary/cat500/> : Attendance) In support of existing policy of the Dixie State University Handbook, it is expected that only bona fide students as defined and classified by the Dixie State University catalog, will attend classes, unless specific prior permission for guests has been obtained from the instructor.

See expanded syllabus (below) for details about:

1. Course assignments and assessments
2. Instructor policy on late discussion, assignments, observations, and missed exams/quizzes
3. Course outline and calendar
4. Final Exam (any time during Module 16, Dec 4 – Dec 13)
5. Grading and Grade Scale

HUMAN DEVELOPMENT/LIFESPAN

FSHD 1500-41

Fall 2017

(Online Course)

August 21 – December 13

EXPANDED SYLLABUS

CLASS ACADEMIC INTEGRITY POLICY

Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from class. Make sure all assignments are your own original writing. Written assignments will be processed through the *Turnitin Plagiarism-Checker* program. Assignments with duplication scores above 10% may be returned with no credit.

CONTACTING THE INSTRUCTOR

You can post messages to me inside of CANVAS to my INBOX with any questions or concerns about the class and expect a reply within 48 hours (usually much quicker). I am away from my office on Sundays, so the turn-around may be longer over the weekend.

You can also contact me by phone (435-673-2529). My office hours are W, 1:00-3:00. Leave a message and I will get right back in touch (leave a phone number where, and times when, you can be reached).

COURSE STRUCTURE: WEEKLY MODULES

The course is organized into weekly modules. Each module corresponds to a topic presented in a chapter of our text. Each module includes preparation materials for the module (number of chapter being covered in the module, lecture notes, study guide), and the activities for the module (discussion, assignment or observation, quiz or exam).

A module become available each week beginning on Monday, August 21, 2017. Each module opens on a Monday (Day 1 of the module), and remains open until the following Monday (Day 8 of the module). Note that the last day of the previous module overlaps the first day of the following module.

The exceptions is Module 16, which stays open 2 days longer, through Wednesday, December 13.

The preparation materials and activities open when their module opens (Day 1 of the module), and are to be completed by the time their module closes (Day 8 of the module).

NOTE: Missed discussions, exams, quizzes, and assignments cannot be made up, and credit will not be given for discussion posts submitted past the module close date. However, to help offset missed activities/low scores, the lowest two quizzes and lowest two discussions will be dropped from final grade calculations.

COURSE ANNOUNCEMENTS

Announcements will be posted as needed about various aspects of the course. Please post a message to my INBOX in CANVAS if you run into any aspects of the course that aren't working, so I can fix them and let everyone know in an announcement.

COURSE REQUIREMENTS

DISCUSSIONS (10 pts each, 15% of Course Grade)

There are 16 discussions worth 10 pts each, one discussion for each learning module of the course. Each discussion opens when its module opens, and closes when its module closes. These will be weighted to count for 25% of the final grade for the course. No preparation is needed for participation in a discussion.

The lowest two scoring discussions will be dropped from final grade calculations.

Purpose of Discussions. The weekly discussions are designed to give you opportunity to share your opinions about a number of controversial issues related to their respective module topics. There are no right or wrong answers. You are simply asked to share your position on the discussion topic and post comments to the opinions of your peers.

Evaluation of Discussion Participation. Because there are no right or wrong answers, evaluation of your discussion participation will be based simply on meeting basic mechanics for each discussion. A scoring guide for each discussion is located below the discussion question (scoring guides vary slightly from discussion question to discussion question). Following is a sample scoring guide:

To Enter a Discussion. To enter a discussion, click the Module button in the side bar and then click the discussion link under the respective module. Instructions for responding to each discussion are included with the discussion question, and the scoring guide is posted at the bottom of the question. Again, no preparation is needed to participate in a discussion.

ASSIGNMENTS (35% of Course Grade)

You will be completing six assignments over the course (one is a two-part assignment)—due dates are noted in the Modules and in the course calendar below. Each assignment will become available when its module opens, and is due by the close of its module. However, because some assignments require more than one week to complete, a packet containing all assignments and instructions for each will be posted on the Home Page by the end of Module 2. You can then download these to your computer and start working on them at your earliest convenience. Save any completed assignment until the Module in which it is due opens, and submit it then. Following is a list of the assignments:

OBSERVATION ASSIGNMENTS (15% of Course Grade)

You will complete four Observation Assignments during the course, as follows (instructions are included with each of the observation assignments):

- (A1) Infant OR Toddler Observation
- (A2) Elementary School-aged Child Observation
- (A3) Adolescent OR Young Adult Observation
- (A4) Middle OR Late Adulthood Observation

CULTURAL/TRADITIONAL PRACTICES GROUP PROJECT (10% of Course Grade)

Within the first two weeks of the course you will be assigned to a group focusing on one of the stages of the life span (i.e., Infancy/Toddlerhood, Early Childhood, etc.). For the first part of the project, you will select one of the cultures listed for your group and prepare both a PowerPoint presentation and an accompanying written report on the developmental practices in that culture that take place during the lifespan stage assigned to your group. For the second part of the project, you will work with your group to combine all member presentations and reports into a single group presentation and report. (More details about the project are available in the project instructions.)

CASE STUDY OF PRE-SCHOOL CHILD (10% of Course Grade)

You will complete a detailed observation of a 3-to-5 year old preschooler. You will need to locate a child for the observation. This child could be your own, the child of a relative or a friend, a child in a childcare center, etc. (More details are available in the project instructions).

SUBMITTING ASSIGNMENTS: Upload your completed assignments as follows: click the Module button in the side bar, click the "Submit Assignment" button (little round button with a plus sign, towards upper right of page), click "Browse" and locate the submission on your computer, click "Open" to select the assignment, and finally click the blue "Submit Assignment" button.

Next (and this is very important), exit out and come back into the assignment box to make certain that your assignment actually loaded into the assignment box as you intended. Failing to double check to see that your assignment actually loaded into the assignment box as you intended may result in significant loss of pts.

LATE ASSIGNMENTS NOT ACCEPTED!

CANVAS will not accept assignments submitted even one second past the due time (11:59 PM). Therefore, plan to submit any assignment at least one hour before the due time to allow time for any unexpected submission problems. Late assignments will not be accepted except under extenuating circumstances (death in family, medical emergency, etc.), and **ONLY IF** documentation is provided to verify. Consider submitting your assignments a day or two early so that any computer difficulties can be resolved before the assignment is due. Contact the DSU Computer Help Desk if you do run into computer-related submission problems to make sure these problems are resolved so that you can have your assignments in before the deadlines.

ONLY MS WORD AND MS POWERPOINT FORMAT WILL BE ACCEPTED!

Only assignments submitted in MS Word or MS PowerPoint format will be accepted. Assignments submitted in Google.doc, MAC.pages, or other formats usually won't open. **If an assignment has to be returned because it cannot be opened and read, a 25% resubmission deduction will be subtracted from the score.**

QUIZZES (10 pts each, 20 % of Course Grade)

There are 13 quizzes in the course, one for each learning module except the three modules in which there is an exam. Each quiz consists of 20 multiple-choice questions worth 0.5 pts each, based on the text chapter for their respective modules. Quizzes open when their module opens, and close when their module closes.

The two lowest scoring quizzes will be dropped from final grade calculations.

To take a quiz, click the Module button in the side bar menu, then click the quiz link and follow instructions. You may take each quiz three times, with the highest score being recorded. You will have 60 minutes to complete each quiz take. These quizzes are open book/open notes (you may use your text and notes while taking a quiz).

NOTE: Be sure to save each answer, one by one by one, and only then save the whole quiz (when you are finished). Otherwise, you may lose your answers, or the whole quiz.

EXAMS (60 pts each, 30% of Course Grade)

There are three exams scheduled during the term, in Modules 6, 11, and 16. Each exam consists of 60 multiple-choice questions worth 1 pt each. A study guide will be provided for each exam.

Exams 1 covers Chs. 1-6 and Exam 2 Chs. 7-11. Exam 3 is a Comprehensive Final Exam, with 1/3 of the questions drawn from Exam 1, 1/3 drawn from Exam 2, and 1/3 drawn from Chs. 12 - Epilogue. (Even though there is no quiz in a module with an exam, the chapter of the module in which an exam is scheduled is covered in the exam.)

You must take the three exams in the Testing Center, or at a proctored location arranged for you by the Testing Center. You must contact the Testing Center (435-652-7696) if you plan to take an exam at a remote location.

To take an exam, whether at the Testing Center or at a proctored location, follow the same steps for taking a quiz. You will have 120 minutes to complete each exam. You will only be able to take an exam once. Exams cannot be made up. You may take notes on 4" x 6" index cards and on the study guide with you to the exams (electronic devices, photocopies, and your textbook are not allowed). These notes will be collected and kept by the Testing Center after you have completed your exam.

EXTRA CREDIT (5%). You may submit up to five video reports. Each adds 1% to the final grade. Only one video report can be submitted per module. (See Video Report forms and instructions in the FSHD Assignment Packet, Home Page.)

GRADING SUMMARY

<u>Summary of Requirements</u>	<u>FnI Grd %</u>	<u>Due Dates</u>
Discussions	15%	Last Day of Module
Observation Assignments	10%	Close of Modules 4, 6, 10, 15
Culture Presentation	10%	Close of Module 8, 9
Case Study	15%	Close of Module 12
Quizzes	20%	Last Day of Module
<u>Exams</u>	<u>30%</u>	<u>Last Day of Module</u>
TOTAL POINTS POSSIBLE:	100%	
Extra Credit Videos	5%	One per module, up to 5 total

Grading Scale

A	93% - 100%	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	67% - 69%
B	83% - 86%	D	63% - 66%
B-	80% - 82%	D-	60% - 62%
C+	77% - 79%	F	0% - 59%

NOTE: It is the responsibility of the student to verify that all grades have been correctly placed into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately, if you are missing a grade or have received an incorrect grade.

Save tests, quizzes, and other assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

FSHD 1500-41 COURSE CALENDAR

MODULE	WEEK	TOPIC/CHAPTER	GRADED ACTIVITY DUE DATES
1	8/21-8/28	Science of Human Development (Ch. 1)	8/28 M1 Discussion 8/28 M1 Quiz
2	8/28-9/4	From Conception to Birth (Ch. 2)	9/4 M2 Discussion 9/4 M2 Quiz
3	9/4-9/11	First 2 years: Body and Mind (Ch. 3)	9/11 M3 Discussion 9/11 M3 Quiz
4	9/11-9/18	First 2 years: Psychosocial Development (Ch. 4)	9/18 M4 Discussion 9/18 M4 Quiz 9/18 (A1) Assignment
5	9/18-9/25	Early Childhood: Body and Mind (Ch. 5)	9/25 M5 Discussion 9/25 M5 Quiz
6	9/25-10/2	Early Childhood: Psychosocial Development (Ch. 6)	10/2 M6 Discussion 10/2 EXAM 1 (Chs. 1-6) – Testing Center 10/2 (A2) Assignment
7	10/2-10/9	Middle Childhood: Body and Mind (Ch. 7)	10/9 M7 Discussion 10/9 M7 Quiz
8	10/9-10/16	Middle Childhood: Psychosocial Development (Ch. 8)	10/16 M8 Discussion 10/16 M8 Quiz 10/16 Culture Presentation Assignment (Individual)
9	10/16-10/23	Adolescence: Body and Mind (Ch. 9)	10/23 M9 Discussion 10/23 M9 Quiz 10/23 Culture Presentation Assignment (Group)
10	10/23-10/30	Adolescence: Psychosocial Development (Ch. 10)	10/30 M10 Discussion 10/30 M10 Quiz 10/30 (A3) Assignment
11	10/30-11/6	Emerging Adulthood: Body, Mind, and Social World (Ch. 11)	11/6 M11 Discussion 11/6 EXAM 2 (Chs. 7–11) – Testing Center
12	11/6-11/13	Adulthood: Body and Mind (Ch. 12)	11/13 M12 Discussion 11/13 M12 Quiz 11/13 Case Study Assignment
13	11/13-11/20	Adulthood: Psychosocial Development (Ch. 13)	11/20 M13 Discussion 11/20 M13 Quiz

14	11/20-11/27	Late Adulthood: Body and Mind (Ch. 14)	11/27 M14 Discussion 11/27 M14 Quiz
15	11/27-12/4	Late Adulthood: Psychosocial Development (Ch. 15)	12/4 M15 Discussion 12/4 M15 Quiz 12/4 (A4) Assignment
*16	12/4-12/13	Epilogue: Death and Dying (Epilogue)	12/13 M16 Discussion 12/13 EXAM 3 (Chs. 12–16) – Testing Center

* **Module 16 is extended 2 days, and closes on Wednesday, Dec 13.**