



Family and Consumer Science Department Syllabus

Course Name: Human Development Across the Lifespan

Course Number: FCS 1500 02

Meeting Days and Time: T/Th, 9:00 – 10:15

Location: 106 WEDU

Instructor: Dr. Cari Buckner

DSU Email Address: buckner@dixie.edu

Office Hours: T/Thurs: 10:30-1:30, Wed: 11:00-1:00
or by appointment

CRN: 40350

Fall/2016

Office Phone: 879-4252

Office Location: 112 WEDU

Prerequisites: None

Course Description from Catalog: Human Development Through the Lifespan is devoted to the student and understanding of constancy and changes for human beings, male and female, in the physical, cognitive, social and emotional domains interpreted through a variety of theoretical frameworks, contexts, and interdisciplinary research.

General Education Status:

1. Students will demonstrate knowledge of human development and the human condition.
2. Students will recognize the ideas, people, and events in the past that are generally thought to be important to society and civilization.
3. 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.

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

Class Objectives:

Objective	Assessment
Discuss issues of diversity of human development across gender, ethnic orientation and social class. GE. 1, FCS 1, FCS 3	Class Discussions Chapter Tests Final Exams
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. GE 2, FCS 2, FCS 3	Observations Chapter Tests Final Exam Case Study Videos
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.	Class Discussions Chapter Tests College Friend Summaries
Explain stage changes and continuous changes and interactions likely to occur overtime in each of the developmental domains.	Observations
Recognize and evaluate research techniques appropriate for studying human development: i.e. types of studies used, ethical obligations, techniques for ensuring validity and reliability.	Observations Case Study
Do observational research and follow guidelines and procedures for observing young children in a variety of settings. Observing in the preschool and writing a case study on a preschool child will gain research experience. Other observations relevant to specific developmental period will also be completed.	Case Study College Friend Days
Explain methods of interaction and behavioral influences in various developmental periods as viewed by current theoretical approaches to human development. GE 3	Case Study
Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects.	Observations Case Study

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. Listening to tapes, watching videos, and writing papers will also contribute to achieving the course objectives.

Required Textbooks: TEXT: *Invitation to the Lifespan 3rd ed.* By Berger, K.S., 2014

SUPPLEMENT: Required: Available on Canvas.

Course Assignments and Assessments:

ASSIGNMENTS

In your supplement, you will find forms for many of the assignments. Read these descriptions in the supplement and syllabus carefully and follow the instructions carefully! **IF YOU HAVE QUESTIONS, PLEASE ASK!**

1. With the exception of the Self Introduction, Video Reviews, Observation Forms, College Friend Planning forms and College Friend Day summaries, **all papers are to be typewritten, double-spaced. Use size 12 font.** The video forms and the rough notes from the observations/summaries from the preschool lab can be handwritten.
2. Writing in class will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Do college level work. That means that you use correct punctuation, avoid run-on sentences, divide paper into paragraphs **and** make sure your sentences make sense. Do not plagiarize the work of others.
3. Keep a copy of all assignments and graded work.
4. Assignments are due in class the day of the assignment.
5. **No assignments will be accepted more than a week late!**

Assignment Expectations and Grading Rubrics

College Friend Days

It is very important that you participate in the planning of and the participation of College Friend Days. You will receive 80 points of your grade for College Friend Day. **YOU MUST BE IN CLASS TO RECEIVE POINTS FOR PLANNING COLLEGE FRIEND DAY AND PARTICIPATING IN COLLEGE FRIEND DAY.** You will be writing a case study on one of the preschool students that you work with on College Friend Day. You will use information you collect on College Friend Days to write your case study.

College Friend Day Planning Sheet:	3 @ 10pts
Attendance and Participation on CFD	3 @ 10 pts
College Friend Day Summary	3 @ 10 pts

Observations

You will be writing a total of 4 (four) observations. For each observation, you will write a one-page paper describing your observation and application of at least one theory that is age related. You may use your book as your reference for the theory. Look at your supplement for very specific directions/forms to use in completing these assignments. Be sure to turn in your observation form with each page. Each observation is worth 20 points. These observations include:

- Infant or Toddler Observations
- Elementary Observation:
- Adolescent Observation or Young Adult Observation
- Middle Adult or Late Adult

Case Study:

One major paper, the Case Study of a preschool child, you work with on your three college friend days. Your case study will be written based on observation in the preschool and correlated to the content of the textbook, lectures and outside sources.

Requirements for Case Study:

- 5 – 7 double-spaced typed pages Times New Roman or Courier 12 pt
- Includes rich description of observations made on college friend day.
- 4 – 6 Human Development Theories effectively explain behaviors observed.
- Total of four credible resources used to support information used in your paper. One resource is your textbook. You will need 3 (three) other credible outside resources.
- References cited within the body of your paper and listed on a reference page at the end of your paper.
- Paper is divided into paragraphs. Words are spelled correctly. Correct punctuation is used throughout the paper. The paper is well written

Cultural and Traditional Practices Class Presentation and Paper: For this assignment you will work with your College Friend Day group to create a presentation and paper that informs the class about cultural and traditional practices in human development around the world. Each person in your group will select one of cultures listed to below to research and then write a 1-page paper explaining information that was learned. Make sure the information in your paper is accurate and reliable. Your paper also needs to be well written. It will be posted on Canvas so that students in the class can use it to study for the final exam.

As a group, you will give a 10 – 15 minute class presentation and turn in 4 – 6 page paper outlining the information shared in the presentation. 50 pts.

Human Development Stages

Infant/Toddler: Birth – 2
Early Childhood: 2 – 7
Middle Childhood: 7 – 12
Adolescence: 12 - 19
Young Adulthood: 19 – 35
Middle Adulthood: 35 – 65
Late Adulthood: 65 – Death

Cultures

Native Americans
Middle Easterners
Asians
Africans
South Americans
African Americans
Polynesian/Pacific Islanders

Tests

_____ You will be given 6 tests and a comprehensive final exam over the course of the semester. The test for Chapter 1 will be a take-home, open book test. Your final exam will be a comprehensive 100 multiple-choice questions that will be given during finals week. The remaining five multiple-choice questions will need to be taken in the testing center. Although you will be given a study guide for each test, you will be held accountable for content covered in the reading, class discussions, lectures, and any special assignments. The final exam will be comprehensive. The format for assessing your progress will include multiple choice, essay, and take home tests.. You must take tests scheduled in the testing center during the outlined time. Makeup tests may be given at the discretion of the instructor. **In the case of emergency or illness, the student is expected to schedule a make up test with the instructor; call if you must miss class! If you don't call, you lose your makeup opportunity.**

Final Grades will be calculated as a percentage of the total points earned as follows:

A 95-100%	B+ 88-90%	C+ 78-80%	D+ 68-70%
A- 91-94%	B 84-87%	C 74-77%	D 64-67%
	B- 81-83%	C- 71-73%	D- 60-63%

Below 60 % is a failing grade. Grades will be provided individually just before midterm, and approximately every 2-3 weeks afterwards. Additionally, you are welcome always to talk to the instructor about your grade after class. It is your responsibility to make sure you know where you stand in class, and the instructor will help you with this.

GRADING

Grades are based on the following:

Tests:

Chapter 1 Test	30 pts
Chapter 2/3/4 Test	30 pts
Chapter 5/6 Test	20 pts
Chapter 7/8 Test	20 pts
Chapter 9/10 Test	20 pts
Chapter 11/12/13 Test	30 pts
Final Exam	100 pts
Total	250 pts
Observation forms/Written Observation Papers 4@ 20 pts ea.	80
Self Introduction 25	25
College Friend Plans/College Friend Day Summary 9 @10 ea.	90
Quizzes variable	
Case Study 100	100
Cultural and Traditional Practices Presentation/Paper	50
<hr/>	
Total	675

Assignment Grading Rubrics

Observation Paper Grading Rubric:

Includes clear descriptions of observations	8 pts
Completed observation form turned in with 1-page paper	5 pts
Human Development Theory used effectively to explain an observed behavior.	5 pts
Citation of textbook or other credible resource used in paper and reference list.	2 pts

Group Cultural Presentation and Paper Rubric (Each member of group will be graded on the paper they contribute to the group paper and participation in presentation):

1 – 2 page paper, double-spaced, size 12 font, and includes references to support information contained in paper.	20 pts
Participate in group presentation	20 pts
Create 1 – 3 power point slides and submit to group leader to be used for presentation	5 pts
Using writing conventions (spelling, capitalization, punctuation, etc.) effectively in writing paper.	5 pts

Case Study Rubric:

Provides rich, descriptive examples and explanations of child's physical, social, emotional, cognitive and language development	30 pts
Uses at least 5 human development theories effectively to explain the child's behaviors that are described in paper	30 pts
Uses <u>at least 3</u> credible outside resources (you can use your textbook as a 4 th resource) are used effectively to support the theories you identify and use in your paper.	25 pts
Paper is well organized into paragraphs. Words are spelled correctly. Punctuation and capital letters are used correctly.	10 pts
APA format is used correctly and effectively in paper. Sources are cited within the body of the paper and are listed alphabetically on a reference page at the end of your paper.	5 pts

See Extra Credit Video forms and directions under Pages in Canvas

Fall 2016 Final Exam Schedule

Daytime Classes			
Class Type	Class Time	Exam Day	Exam Time
Daily, MWF, MTWF, MWRF, MW, etc.	7:00 a.m.	Mon, Dec 12	7:00 a.m.- 9:00a.m.
	8:00 a.m.	Wed, Dec 14	8:30 - 10:30 a.m.
	9:00 a.m.	Fri, Dec 16	9:30 -11:30 a.m.
	10:00 a.m.	Mon, Dec 12	10:30 a.m. – 12:30 p.m.
	11:00 a.m.	Wed, Dec 14	11:00 a.m. – 1:00 p.m.
	12:00 p.m.	Fri, Dec 16	12:00 p.m. – 2:00 p.m.
	1:00 p.m.	Mon, Dec 12	1:00 p.m. – 3:00 p.m.
	2:00 p.m.	Wed, Dec 14	1:30 p.m. – 3:30 p.m.
	3:00 p.m.	Fri, Dec 16	2:30 p.m. – 4:30 p.m.
	4:00 p.m.	Mon, Dec 12	3:30 p.m. – 5:30 p.m.
Tue/Thur	7:30/8:00 a.m.	Tue, Dec 13	8:00 a.m. – 10:00 a.m.
	9:00 a.m.	Thu, Dec 15	9:30 a.m. – 11:30 a.m.
	10:30 a.m.	Tue, Dec 13	10:30 a.m. – 12:30 p.m.
	12:00 p.m.	Thu, Dec 15	12:00 p.m. – 2:00 p.m.
	1:00 p.m.	Tue, Dec 13	1:00 p.m. – 3:00 p.m.
	2:30 p.m.	Thu, Dec 15	2:30 p.m. – 4:30 p.m.
	4:00 p.m.	Tue, Dec 13	3:30 p.m. – 5:30 p.m.

Once a Week or Evening Classes

Classes which meet once a week and/or in the evening (5:00 p.m. or later) hold Final Exams during the regularly scheduled class time during the Final Exam week.

Dmail: Important class and university information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned a Dmail account. If you don't know your user name and password, go to **Error! Hyperlink reference not valid.** and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

2016 Fall Semester

August 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	FW	FW	FW	FW	FW	20
21	S TD	23	24	WL	NP SG	27
28	29	LF	DF RE			

September 2016						
S	M	T	W	T	F	S
				1	R1	3
4	H	R5	7	8	9	10
11	P RF W G G	13	14	15	AA	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
S	M	T	W	T	F	S
						1
2	GR	4	5	6	7	8
9	10	11	MT	BR	BR	15
16	DD	18	19	20	21	22
23	CA	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	T	F	S
		GR	2	3	4	5
6	7	8	9	10	CW	12
13	SR	JR	SO	OR	18	19
20	21	22	H	H	H	26
27	28	29	30			

December 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	E	10
11	FE	FE	FE	FE	FE	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Calendar Legend

AA	Last Day to Add/Audit
AL	Admission Late Fee Begins
BR	Semester Break
CA	Class Schedules Available Online
CD	Career Day
CO	Commencement
CW	Last Day for Complete Withdrawal
DD	Last Day to Drop Individual Class
DF	Drop/Audit Fee Begins (\$10 per class)
E	Classwork Ends
FE	Final Exams
FW	Faculty Workshops
GR	Graduation Application Deadline
H	Holiday
IA	Application Deadline For International Students
JR	Registration open to Juniors (60+ credits)
LF	\$50 Late Registration/Payment Fee
MT	Mid-Term Grades Due
NP	Courses dropped for non-payment
OR	Open Registration
PG	Pell Grant Census
R1	End of 100% Refund Period
R5	Start 50% Refund Period
RD	Reading Day
RE	Residency Application Deadline
RF	Last Day for Refund
S	Classwork Starts
SB	Spring Break
SG	Last Day to Add Without Signature
SO	Registration open to Sophomores (30+ credits)
SR	Registration open to Seniors (90+ credits)
TD	Tuition & Fees Due
WG	Last Day to drop without receiving a "W" grade
WL	Last Day for Waitlist

List Schedule

Apr 1	Bachelor's degree Graduation Application Deadline - Fall 2016
Apr 11	Fall Registration open to Seniors (90+ credits)
Apr 12	Fall Registration open to Juniors (60+ credits)
Apr 13	Fall Registration open to Sophomores (30+ credits)
Apr 14	Fall Registration open to all students
May 2	Fall Registration open to all students
Aug 15-19	Faculty Workshops
Aug 22	Classwork Starts
Aug 22	Tuition & Fees Due
Aug 25	Last Day for Waitlist
Aug 26	Courses dropped for non-payment
Aug 26	Last Day to Add Without Signature
Aug 30	\$50 Late Registration/Payment Fee
Aug 31	Drop/Audit Fee Begins (\$10 per class)
Aug 31	Residency Application Deadline
Sep 2	End of 100% Refund Period
Sep 5	Labor Day
Sep 6	Start 50% Refund Period
Sep 12	Pell Grant Census
Sep 12	Last Day for Refund
Sep 12	Last Day to drop without receiving a "W" grade
Sep 16	Last Day to Add/Audit
Oct 3	Associate's degree Graduation Application Deadline - Fall 2016
Oct 12	Mid-Term Grades Due
Oct 13-14	Fall Break
Oct 17	Last Day to Drop Individual Class
Oct 24	Spring and Summer 2017 class schedules available online
Nov 1	Bachelor's degree Graduation Application Deadline - Spring 2017
Nov 11	Last Day for Complete Withdrawal
Nov 14	Spring Registration open to Seniors (90+ credits)
Nov 15	Spring Registration open to Juniors (60+ credits)
Nov 16	Spring Registration open to Sophomores (30+ credits)
Nov 17	Spring Registration Open to All Students
Nov 23-25	Thanksgiving Break
Dec 9	Classwork Ends
Dec 12-16	Final Exams

University approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc.). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Disability Accommodations: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the **Disability Resource Center** Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic integrity: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

Campus resources: Several campus resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the **Tutoring Center** located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://www.dixie.edu/tutoring/>

If you need help writing papers, essays, etc. go to the **Writing Center** on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at <http://dixiewritingcenter.com/>

If you need to use a **computer** to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.

If you are assigned to take a test in the **Testing Center**, go to the North Plaza. You can get information on their website at <http://www.dixie.edu/testing/>

The **Library** has all kinds of information and resources. Visit the Dixie State University Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

FCS 1500 HUMAN DEVELOPMENT THROUGH THE LIFESPAN FALL 2016 COURSE OUTLINE

Dr. Cari Buckner 112 WEDU 879-425 email: buckner@dixie.edu

TUESDAY	THURSDAY
Aug 23: Intro to Class /Review Syllabus Chap. 1: The Science of Development Preschool Orientation	Aug 25: Chap 1: Using the Scientific Method/Theories Self-Observation Due
Aug. 30: Chap 1: Theories	SEPT. 1: Chap 1: Theories
Sept. 6: Chap 1: Theories Pregnancy/Prenatal Cultural Presentation	Sept. 8: Chap 2: Genes and Prenatal Development Study Guide TAKE HOME TEST #1 Due
Sept 13: Chap 2: Genes and Prenatal Development	Sept 15: Chap 3: The First Two Years: Body and Brain Meet the Preschoolers
Sept. 20: Chap 3 Plan College Friend Day #1 Infant/Toddler Cultural Presentation	Sept. 22: Chap 4: The First Two Years: Psychosocial Dev. <u>COLLEGE FRIEND DAY #1</u>
Sept. 27: Chap 4 CFD # 1 SUMMARY DUE	Sept. 29: Chap 5 INFANT/TODDLER OBSERVATION NOTES/PAPER TEST (CH 2, 3, 4)
Oct. 4: Chap 5: Early Childhood: Body and Mind Plan College Friend Day #2 Early Childhood Cultural Presentation	Oct. 6 Chap 6: Early Childhood: Psychosocial Dev. <u>COLLEGE FRIEND DAY #2</u>
Oct. 11: Chap 6: C FD #2 Summary Due/ TEST (CH 5-6)	Oct. 13: SEMESTER BREAK
Oct. 18: Chap. 7 – Middle Childhood: body and Mind Middle Childhood Cultural Presentation Plan College Friend Day #3	Oct. 20: Chap 7: Middle Childhood: Body and Mind <u>COLLEGE FRIEND DAY #3</u>
Oct. 25: Chap 8: Middle Childhood: Psychosocial Dev.	Oct 27: Chap 8: Middle Childhood: Psychosocial Dev. Ch 7/8 Test
Nov. 1: Chap 9: Adolescence: Body and Mind Adolescence Cultural Presentation	Nov. 3: Chap 9 Adolescence: Body and Mind ELEMENTARY OBSERVATION Notes/Papers
Nov. 8: Nov. 10: Chap 10 / Adolescence: Psychosocial Dev. COLLEGE FRIEND DAY #3 SUMMARY DUE	Nov. 10: Chap 10 / Adolescence: Psychosocial Dev. TEST (CH 9/10)
Nov. 15: Chap 11: Emerging Adulthood: Body, Mind, and Social World Young Adult Cultural Presentation	Nov. 17 Chap 11: Emerging Adulthood: Body, Mind, and Social World ADOLESCENT/YOUNG ADULT OBS. PAPER /NOTES
Nov. 22: / Chap 12: Adulthood: Body and Mind Middle Adult Cultural Presentation CASE STUDIES DUE	Nov. 24: THANKSGIVING
Nov. 29: Chap 13 Late Adult Cultural Presentation	Dec. 1: (CH 11, 12, 13) Test Chap 14: Late Adulthood: Body and Mind MIDDLE OR LATE ADULT OBS. PAPER/NOTES
Dec 6: Chap 15: Late Adulthood: Psychosocial Dev. Last Day Assignments will be accepted.	Dec. 6: Last Day of Class Review for Final
Dec. 15: 9:30 – 11:30 a.m. 106 WEDU Final Exam	Have a Great and Happy Holliday!

SELF-INTRODUCTION/OBSERVATION

Information you consider confidential may be omitted.

Name: _____

Local phone number:

Home phone number:

Email Address if you have one:

Date of Birth _____ Major Area of Academic Focus _____

List places you have lived. How long at each place?

How many brothers and sisters do you have? List gender and age for each. Where do you fit in the family?

Are you married at this time? Yes No

How many children do you have? List gender and age of each.

What Family and Consumer Science courses have you taken (College or high school)?

High School you attended _____ If you are participating in the Washington County Concurrent Enrollment Program, which high school do you currently attend?

Do you work? If yes, what type of work do you do?

Where do you work? How many hours per week? ____

What do you enjoy about your work?

What grade do you hope to earn? ____ What kind of time commitment are you willing to give to work towards your goal?

What kind of help do you want from me as a teacher to meet these hopes you have for this class?

What are your hobbies? What do you like to do in your leisure time?

Write something that is unusual and interesting about you. Something that may help me remember who you are.

What are you goals for the future? Three years? Ten years?

Turn this page over and write a **full page about you**. Tell me things about you that will help me understand you perspectives on life and this class. Don't be shy! It's okay to talk about yourself.