Family and Consumer Science Department
Dixie State University
Human Development Through the Lifespan
FCS 1500 Sections 01 and 06

CRN: 44260; 48332
Meeting Days and Times: MWF: 9:00 – 9:50; 1:00 – 1:50
Semester/Year: Fall 2015
Instructor: Linda M. Wright
Email Address: lwright@dixie.edu
Office Hours: MWF: 8:00 -8:50 a.m.; MW: 11:00 – 11:50

Location: NIB 106
Credits: 3
Office Phone: 652-7866
Office Location: NIB #110

Prerequisites: None
Lab and other fees: None

Course Description from Catalog:
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. 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: Social and Behavioral Science/ GLOCUP

Required Textbook(s) /Recommended Books/other materials:
Supplement on Canvas

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 Objectives:

1. Discuss issues of diversity of human development across gender, ethnic orientation and social class.
2. 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.)
3. 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.
4. Explain stage changes and continuous changes and interactions likely to occur overtime in each of the developmental domains.
5. Recognize and evaluate research techniques appropriate for studying human development: i.e. types of studies used, ethical obligations, techniques for ensuring validity and reliability.
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 period will also be completed.
7. Explain methods of interaction and behavioral influences in various developmental periods as viewed by current theoretical approaches to human development.
8. Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects.

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. **My way of
assessing whether you have achieved these objectives is through your performance on tests, in class participation, and how you apply concepts in your papers. **

**GE Objectives:**

**Social Science General Education Objectives applicable to this course:**

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.

**Course Assignments and Assessments:**

In your supplement (found on Canvas), you will find descriptions of each of the assignments. Read these descriptions and follow the instructions carefully!

1. Please submit all papers electronically through Canvas.
2. All papers are to be typewritten, double spaced. Use size 12 font.
3. Writing in class will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Do college level work; Do not plagiarize the work of others.
4. Keep a copy of all assignments and graded work.
5. Assignments are due the day indicated on the outline. You may turn in assignments in class or into the instructor’s box/office (NIB #110).
6. No assignments will be accepted more than a week late.
7. Ten percent will be deducted for each day late.

**Introduction Paper/Canvas Intro:** You will find the instructions for this assignment in the supplement.

**Preschool Lab/College Friend Days:**
A preschool section will be held in conjunction with the class. 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 our observation, unless it is an emergency or otherwise college related absence, the observation cannot be made up.
**Observations:**
Written observations are required. You will complete 4 observations, using the observation forms in the supplement to take notes. 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.

A. **CHILDHOOD OBSERVATIONS**
   - Infant/Toddler Observation
   - Elementary Observation
   - Adolescent OR Young Adult Observation

B. **ADULT OBSERVATIONS**
   - Middle Adulthood OR
   - Late Adulthood

**Case Study:**
One major paper, the Case Study of a preschool child, will be written based on observation in the preschool and correlated to the content of the textbook, lectures and outside sources. The case study must be typed. More detailed information to this assignment is given in the supplement.

**Cultural 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 practices in human development around the world. Each person in your group will select one of the cultures listed below to research and then write a 1 page paper and 1 power point slide explaining information that was learned. Make sure the information in your paper is accurate and reliable. Your paper also needs to be well written.

As a group, you will give a 10 minute class presentation of each of your slides. Please turn in your power point slide and paper through Canvas.

**Human Development Stages**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Cultures (each group member picks one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infant/Toddler/Early Childhood: Birth -7</td>
<td>Native Americans</td>
</tr>
<tr>
<td>2. Middle Childhood: 7-12</td>
<td>Middle Easterners</td>
</tr>
<tr>
<td>3. Adolescence: 12-19</td>
<td>Asians</td>
</tr>
<tr>
<td>4. Young Adulthood: 19-35</td>
<td>Africans</td>
</tr>
<tr>
<td>5. Middle Adulthood: 35-65</td>
<td>South Americans</td>
</tr>
</tbody>
</table>
| 6. Late Adulthood: 65-death    | African Americans  
| | Polynesian/Pacific Islanders |
**Tests:**

A test will be given at the end of each unit. Most tests will cover two - 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 tests online at the DSU testing center. The final exam will be given in the classroom.

Students must take the tests on the scheduled days in the DSU Testing Center. The only exceptions are true emergencies or college related absences!! You must contact the instructor BEFORE the exam time. Late tests are only given at the discretion of the instructor and a ten percent deduction may apply.

**Course Outline:** Please see course outline for assignment and test dates (separate document)

**Grading Summary (More detail given on pages 4-5):**

- **Self-Introduction/Canvas Introduction:** 20 Points
- **In-Class (variable):**
  - Take-Home Chapter 1 Exam: 30 Points
- **College Friend Day Planning (3):** 10 Points Each/30 Total
- **College Friend Day Participation (3):** 10 Points Each/30 Total
- **College Friend Day Summaries (3):** 10 Points Each/30 Total
- **Observations (4):** 20 Points Each/80 Total
- **Cultural Group Presentation and Paper:** 50 Points
- **Preschool Case Study:** 100 Points
- **Exams (5):** Various Points Each/120 total
- **Final Exam:** 100 Points

**TOTAL:** about 600 Points

**Grading Scale:**

- A = 95-100 %
- A- = 90-94
- B+ = 87-89
- B = 83-86
- B- = 80-82%
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D+ = 67-69%
- D = 64-66
- D- = 60-63
- F = below
Important Dates to Remember

Aug 24        Classwork Starts
Aug 27        Last Day for Waitlist
Aug 28        Last Day to Add Without Signature
Sep 1         $50 Late Registration/Payment Fee
Sep 2         Drop/Audit Fee Begins ($10 per class)
Sep 2         Residency Application Deadline
Sep 4         End of 100% Refund Period
Sep 7         Labor Day
Sep 8         Start 50% Refund Period
Sep 14        Pell Grant Census
Sep 14        Last Day for Refund
Sep 14        Last Day to drop without receiving a "W" grade
Sep 18        Last Day to Add/Audit
Oct 1         Associate’s degree Graduation Application Deadline - Fall 2015
Oct 14        Mid-Term Grades Due
Oct 15-16     Fall Break
Oct 19        Last Day to Drop Individual Class
Oct 26        Spring and Summer 2016 class schedules available online
Nov 2         Bachelor’s degree Graduation Application Deadline - Spring 2016
Nov 13        Last Day for Complete Withdrawal
Nov 16        Spring Registration open to Seniors (90+ credits)
Nov 17        Spring Registration open to Juniors (60+ credits)
Nov 18  Spring Registration open to Sophomores (30+ credits)
Nov 19  Spring Registration Open to All Students
Nov 25-27  Thanksgiving Break
Dec 11  Classwork Ends
Dec 14-18  Final Exams

Important Links

As a student at Dixie State University, you have access to several helpful resources:

- **Library**
- Computer Lab (located at the Smith Computer Center and the Library)
- **Disability Resource Center** - Provides services and accommodations to students with disabilities.
- **IT Student Help Desk** - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- **Online Writing Lab** - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- **Testing Center**
- **Tutoring Center** - Free and open to all students. Improve your study skills and clarify concepts and class material.
- **Writing Center** - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our [Campus Map](#) for the location of these and other resources.

**Policies and Statements**

- Disability Statement:
If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

- **Academic dishonesty / Academic integrity policy**
- Reference to "Policy for Absences Related to College Functions"
- **Disruptive behavior policy / classroom expectations**
- **Dmail:**

You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and follow the respective instructions.