COURSE INFORMATION

Course Number: FCS 1500
Course Name: Human Development Through The Lifespan
Credit Hours: 3
Prerequisites: None

Times: T/TH 9:00 – 10:15 a.m.; 1:00 – 2:15 p.m.
Location: Education and Family Studies Building, # 114

Text: Human Development: A Lifespan View, Fifth Edition
Kail and Cavanaugh, Wadsworth, 2010

Supplement: Required, available on Blackboard

INSTRUCTOR

Name: Linda M. Wright, M.Ed.
Phone: 435-652-7866
Email: lwright@dixie.edu
Office: EFS Building, #131
Office Hours: Mondays and Wednesdays: 10:00 a.m. – 11:30 a.m.;
or by appointment.
STUDENT SUPPORT SERVICES

Drop in tutoring is a service provided all registered Dixie State College students and is available for all subjects. Students can take advantage by accessing:  http://dsc.edu/tutoring/index.htm

The Writing Center in the Browning Learning Center, Room 105
Online Writing Lab at http://dsc.dixie.edu/owl/

Help from a librarian:
http://library.dixie.edu/ or visit the Val A. Browning Library in person during regular hours.

The Testing Center’s hours of operation are posted online at
http://dsc.dixie.edu/testingcenter/officehours.htm

Americans with Disabilities Act (ADA) Statement:

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to 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 at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

D-mail:
Important class and college information will be sent to your D-mail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a D-mail email account. If you don’t know your name and password, go to www.dixie.edu and select “D-mail” for complete instructions. You will be held responsible for information sent to your D-mail email, so please check it often.
IMPORTANT DATES TO REMEMBER

http://new.dixie.edu/reg/?page=fall 2011

Please note, if you must withdraw from this class, for any reason, it is your responsibility to do this officially by completing the paperwork at the registrar’s office. This must be done before the drop deadline for complete withdrawal. If you fail to do this, you will still receive a grade in this class, regardless of whether you attend or not.

COURSE DESCRIPTION

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.

COURSE 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.

FCS Department Objectives:

1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline:
   - Research papers in APA format, case studies, observations
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically
   - Gather information
   - Compare and contrast sources and quality of information
   - Evaluate information for reliability and validity
   - Create resolutions/proposals to solve questions or problems within the discipline
6. Achieve a passing grade on the comprehensive final exam for the course.
Class 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. Listening to tapes, 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.**

CLASS POLICIES

Attendance

Be in CLASS!!! Attendance is not graded, but daily activities such as observations and quizzes are graded and cannot be made up!
Disruptive behavior in class may lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the teacher’s ability to teach or the learning of other students.

You will be notified of your withdrawal in this way:

1. A verbal request to comply with behavioral expectations of the class
2. One written ‘warning’ letting you know that you have not made the required behavioral adjustment.
3. Administrative withdrawal.

**Academic Integrity**

Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class. DON’T CHEAT!

**ASSIGNMENTS**

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

1. With the exception of the Self Introduction and the Video Reviews, all papers are to be typewritten, double spaced. Use size 10-12 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; 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. After class, assignments should be turned into the instructor’s box/office (EFS #131) by 4:00 p.m.
5. No assignments will be accepted more than a week late.
6. Ten percent will be deducted for each day late.

**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 5 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
- 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.

**Video Reviews:**
See the explanation sheets in your supplement on the videos. There are a number of them on reserve in the library for your viewing at your convenience. Use the Video Review Guides provided in your supplement to format your handwritten summary. They are short summaries and do not require the use of outside sources.

**GRADING**
Grades are based on the following:

- Written Observation Papers: 5 @ 20 pts ea. 100
- Self Introduction: 15 15
- Preschool Days/Observations: 10 ea. 80
- Quizzes: variable
- Video Review Sheets: two @ 15 ea. 30
- Case Study: 100
- Final Exam: 100
The final grade will be calculated upon the following percentages:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>B+</td>
<td>88-90%</td>
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<td>C+</td>
<td>78-80%</td>
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<td>D+</td>
<td>68-70%</td>
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<tr>
<td>A-</td>
<td>91-94%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<td>C</td>
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<td>D</td>
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<td>B-</td>
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<td>C-</td>
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<td>D-</td>
<td>60-63%</td>
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<td>F</td>
<td>Below 60%</td>
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Grades will be posted after every test. However, you are responsible for keeping track of your own grade and making sure that it is correct.

**TESTS**

A test will be given at the end of each unit. Some will cover only one chapter, while others will cover two 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, true/false, essays and take home tests. You will need a scantron and pencil for each test.

Students must take the tests on the scheduled days (see the class outline) in the 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.

**EXTRA CREDIT**

No Extra Credit is given. Keep up with your reading and do your assignments as outlined!