SYLLABUS:  
FCS 1500, Human Development Lifespan

SEMESTER:  
SPRING 2012

Professor:  
Kristi Peterson, MFHD

Contact Info:  
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Office: Room #111

Office Hours:  
Begin/Ending Dates: January 9, 2012 – May 2012

Class Hour:  
Tue., Thurs. 1:00 – 2:15

Class Room:  
Education and Family Studies Building room #113

Credit Hours:  
3.0

Prerequisites:  
None

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

Blackboard Vista:  
All information for the course can be downloaded from Blackboard Vista

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.

FCS Department Objectives:  
Students taking courses in FCS will:
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.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically.
6. Achieve a passing grade on the comprehensive final exam for the course.

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.
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.
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 view 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.

Attendance
Be in class. Attendance is not graded, but daily activities such as observations and quizzes are graded and cannot be made up.

ACADEMIC INTEGRITY: Failure to comply with academic integrity, honesty, and behavior standards of Dixie College may result in course failure or administrative withdrawal from the class. Don’t be cheating. Inappropriate classroom behavior may also result in an administrative withdrawal. You will be notified of your withdrawal in this way:
   1. A verbal request to comply with behavioral expectations of the class.
   2. On written ‘warning’ letting you know that you have not made the required behavioral change.
   3. Administrative withdrawal.

Assignments
1. With the exception of the Self Introduction and Video Reviews, all papers are to be typewritten, double spaced, using 10-12 font, and APA format.
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. Assignments are due in class the day of the assignment. You may also turn in your assignments via Blackboard Vista.
4. No assignments will be accepted more than a week late.
5. Ten percent will be deducted of 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. The observations cannot be made up.

Observations
Written observations are required. You will complete 5 observations, using the observation forms in the supplement to take notes. You will turn in 5 observation forms. For three of the observations, 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.

The five observations will include:

Infant/toddler
Elementary
Adolescent
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.

Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>20-35 each</td>
</tr>
<tr>
<td>Written observation 1 page papers</td>
<td>3 @ 20 each</td>
</tr>
<tr>
<td>Self introduction</td>
<td>15</td>
</tr>
<tr>
<td>Preschool days &amp; Observations</td>
<td>10 each</td>
</tr>
<tr>
<td>Quizzes</td>
<td>variable</td>
</tr>
<tr>
<td>Video review sheets</td>
<td>2 @ 15 each</td>
</tr>
<tr>
<td>Case study</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
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</tbody>
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Student Support Services

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.

5. If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center, room 105. You can also reach the Online Writing Center by going to http://dsc.dixie.edu/owl/.

6. Drop in tutoring is available to all registered Dixie State College students. Inquire at http://dsc.dixie.edu/tutoring/index.htm

7. If you need help from a librarian, access this site: Http://library.dixie.edu/

8. Dmail: Important class and college information will be sent to your DMAIL 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 DMAIL email account. If you don't know your user name and password, go to www.dixie.edu and select “DMAIL,” for complete instructions. You will be held responsible for information sent to your DMAIL email, so please check it often.

9. Disruptive Behavior Policy: If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:
a. Verbal warning that your behavior is negatively affecting the class
b. Written warning that you are negatively affecting the class
c. Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

10. Policy for Absences Related to College Functions: For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.