Course Name: Human Development Across the Lifespan  
Course Number: FCS 1500  
CRN: 20431  
Meeting Days and Time: T/Th 1:00-2:15  
Semester/Year: Spring/2015  
Location: 106 NIB  
Instructor: Dr. Cari Buckner  
DSU Email Address: buckner@dixie.edu  
Office Phone: 879-4252  
Office Location: 112 NIB  
Office Hours: T/Thurs: 12:00 – 1:00, Wed: 12:00-4:00

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.

Class Objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Discuss issues of diversity of human development across gender, ethnic</td>
<td>Class Discussions</td>
</tr>
<tr>
<td>orientation and social class.</td>
<td>Chapter Tests</td>
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<tr>
<td></td>
<td>Final Exams</td>
</tr>
<tr>
<td>Explain development in the context of development theory, by relating</td>
<td>Observations</td>
</tr>
<tr>
<td>various theoretical frameworks to the study of substantive developmental</td>
<td>Chapter Tests</td>
</tr>
<tr>
<td>issues. (Theories put forth by Erikson, Piaget, Vygotsky, and others will</td>
<td>Final Exam</td>
</tr>
<tr>
<td>be explored, as well as ideas relevant to Learning Theory, Information</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td>Videos</td>
</tr>
<tr>
<td>Engage in critical thinking about themes in the text and relate the</td>
<td>Class Discussions</td>
</tr>
<tr>
<td>scholarly material to personal questions and concerns relative to</td>
<td>Chapter Tests</td>
</tr>
<tr>
<td>developmental stages, domains, and developmental controversies.</td>
<td>College Friend Summaries</td>
</tr>
<tr>
<td>Explain stage changes and continuous changes and interactions likely to occur overtime in each of the developmental domains.</td>
<td>Observations</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 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. | 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*  
*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:** 2 @ 10 pts

**Observations**

You will be writing a total of 5 (five) 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. These observations include:

A. **CHILDHOOD OBSERVATIONS**

- Infant-Toddler Observations
- Elementary Observation
- Adolescent/Young Adult Observation

B. **ADULT OBSERVATIONS**

- Middle Adulthood
- Late Adulthood

**Grading Rubric**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes clear descriptions of observations</td>
<td>8 pts</td>
</tr>
<tr>
<td>Completed observation form turned in with 1-page paper</td>
<td>5 pts</td>
</tr>
<tr>
<td>Human Development Theory used effectively to explain an observed behavior.</td>
<td>5 pts</td>
</tr>
<tr>
<td>Citation of textbook or other credible resource used in paper and reference list.</td>
<td>2 pts</td>
</tr>
</tbody>
</table>
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.

Videos: You will watch two videos that will provide you some background information about some of the topics we will be talking about in class. For Video #1, you will watch In the Womb. This video is available on youtube at: https://www.youtube.com/watch?v=33R2zTGK1eM It is about 59 minutes long.

For Video #2, you have the choice of watching:

First Years Last Forever: https://www.youtube.com/watch?v=TI-BXTHvRfs Ten Things Every Child Needs For the Best Start in Life: http://vimeo.com/24786384

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.

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.

<table>
<thead>
<tr>
<th>Human Development Stages</th>
<th>Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/Toddler: Birth – 2</td>
<td>Native Americans</td>
</tr>
<tr>
<td>Early Childhood: 2 – 7</td>
<td>Middle Easterners</td>
</tr>
<tr>
<td>Middle Childhood: 7 – 12</td>
<td>Asians</td>
</tr>
<tr>
<td>Adolescence: 12 - 19</td>
<td>Africans</td>
</tr>
<tr>
<td>Young Adulthood: 19 – 25</td>
<td>South Americans</td>
</tr>
<tr>
<td>Middle Adulthood: 25 – 65</td>
<td>African Americans</td>
</tr>
<tr>
<td>Late Adulthood: 65 – Death</td>
<td>Polynesian/Pacific Islanders</td>
</tr>
</tbody>
</table>
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 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. Please bring a pencil and paper for each test. Students must take tests at the scheduled 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:

<table>
<thead>
<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>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>D+</td>
<td>68-70%</td>
</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>D</td>
<td>64-67%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C-</td>
<td>71-73%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
</tbody>
</table>

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 8 @ 30 pts ea. 240 pts.
- Observation forms/Written Observation Papers 3 @ 20 pts ea. 60
- Cultural and Traditional Practices Class Presentation and Paper 50
- Self Introduction 25
- College Friend Plans/College Friend Day Summary 5 @10 ea. 50
- Quizzes variable
- Video Review Sheets two @ 15 ea. 30
- Case Study 100
- Final Exam 100

Total 655

In your supplement, you will find descriptions of each of the assignments. Read these descriptions carefully! The due date for assignments, tests, and College Friend Day can be found in the Human Development Outline, provided to you along with this syllabus.

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-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](http://www.dixie.edu/humanres/policy/sec5/523.html)

**Dmail:** Important class and college information will be sent to your Dmail 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 account. If you don’t know your user name and password, go to [www.dixie.edu](http://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.

**Date & Time of Final Exam:**

**Spring 2015**

<table>
<thead>
<tr>
<th>Fri – May 1</th>
<th>Mon – May 4</th>
<th>Tues – May 5</th>
<th>Wed – May 6</th>
<th>Thurs – May 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily, MWF, MF, M Only</td>
<td>Daily, MWF, MW, M Only</td>
<td>TR, T Only</td>
<td>Daily, MWF, MW, M Only</td>
<td>TR, Thur Only</td>
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<tr>
<td><strong>Class Time Exam Time</strong></td>
<td><strong>Class Time Exam Time</strong></td>
<td><strong>Class Time Exam Time</strong></td>
<td><strong>Class Time Exam Time</strong></td>
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<td>7:00</td>
<td>7:00 – 9:00</td>
<td>8:00</td>
<td>7:30 – 9:30</td>
<td>9:00</td>
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<td>10:00</td>
<td>9:30 – 11:30</td>
<td>11:00</td>
<td>10:00 – 12:00</td>
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<td>1:00</td>
<td>12:00 – 2:00</td>
<td>2:00</td>
<td>12:30 – 2:30</td>
<td>2:30</td>
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<tr>
<td>4:00</td>
<td>2:30 – 4:30</td>
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</tbody>
</table>

**Spring 2014 Important Semester Calendar Dates:**

Jan 12  Classwork Starts  
Jan 15  Last Day for Waitlist  
Jan 16  Last Day to Add Without Signature  
Jan 19  Martin Luther King Jr. Day  
Jan 22  Drop/Audit Fee Begins ($10 per class)  
Jan 22  Residency Application Deadline  
Jan 27  $50 Late Registration/Payment Fee  
Feb 2  Spring 2015 Associate's degree Graduation Application Deadline  
Feb 2  Pell Grant Census  
Feb 2  Last Day for Refund  
Feb 2  Last Day to drop without receiving a "W" grade  
Feb 4  Courses dropped for non-payment  
Feb 6  Last Day to Add/Audit  
Feb 16  President's Day  
Mar 2  Summer 2015 Bachelor's degree Graduation Application Deadline  
Mar 2  Mid-Term Grades Due  
Mar 6  Last Day to Drop Individual Class  
Mar 9-13  Spring Break  
Mar 23  Fall Class schedule available online  
Mar 23  Summer Registration open to Seniors (90+ credits)  
Mar 24  Summer Registration open to Juniors (60+ credits)  
Mar 25  Summer Registration open to Sophomores (30+ credits)
Mar 26  Summer Registration open to all students  
Apr  1  Fall 2015 Bachelor's degree Graduation Application Deadline  
Apr 10 Last Day for Complete Withdrawal  
Apr 13 Fall Registration open to Seniors (90+ credits)  
Apr 14 Fall Registration open to Juniors (60+ credits)  
Apr 15 Fall Registration open to Sophomores (30+ credits)  
Apr 16 Fall Registration open to all students  
Apr  29  Classwork Ends  
Apr 30  Reading Day  
May  1  Final Exams  
May  1  Associate's degree Graduation Deadline - Summer 2015  
May  4-7  Final Exams  
May  8  Commencement  

**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 M.  

- [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](go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](go.dixie.edu/mydixie) and follow the respective instructions.  


**FCS 1500 HUMAN DEVELOPMENT THROUGH THE LIFESPAN**  
**SPRING 2015 COURSE OUTLINE**  
**Dr. Cari Buckner**  
**Office: NIB #112**  
**Phone: 879-4252**  
**email: buckner@dixie.edu**

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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</table>
| Jan 13: Intro to class  
**Preschool Orientation**  
1: The Science of Development  | Jan 15: Chap 1: Using the Scientific Method/Theories  
**Self-Observation Due**  |
| Jan 20: Chap 1: Theories  | Jan 22: Chap 1: Theories  |
| Jan 27: Chap 1: Theories  
**Pregnancy/Prenatal Cultural Presentation**  | Jan 29: Chap 2: Genes and Prenatal Development  
**TAKE HOME TEST #1**  |
| Feb. 3: Chap 2  
**Meet the Preschoolers**  
VIDEO #1 DUE  
**Infant/Toddler Cultural Presentation**  | Feb. 5: Chap 3: The First Two Years: Body and Brain  |
| Feb 10: Chap 3  
**Plan College Friend Day #1**  
**Early Childhood Cultural Presentation**  | Feb 12: Chap 4: The First Two Years: Psychosocial Dev.  
**COLLEGE FRIEND DAY #1**  |
| Feb 17: Chap 4: Language and Thought  
**CFD #1 SUMMARY DUE/VIDEO #2 DUE**  | Feb 19: Chap 5: Early childhood: Body and Mind  
**INFANT/TODDLER NOTES/PAPER TEST (CH 2,3,4)**  |
| Feb 24: Chap 5  
**Plan College Friend Day #2**  | Feb 26: Chap 6: Early Childhood: Psychosocial Dev.  
**COLLEGE FRIEND DAY #2**  |
| March 3: Chap 7  
**Plan College Friend Day #3**  
**Middle Childhood Cultural Presentation**  
**CFD #2 SUMMARY DUE/**  | March 5: Chap 8: Middle Childhood: Psychosocial Dev.  
**COLLEGE FRIEND DAY #3**  
**TEST (CH 5-7)**  |
| March 10: **Spring Break**  | March 12: **Spring Break**  |
| March 17: Chap 8  | March 29: Chap 9: Adolescence: Body and Mind  
**Adolescent Cultural Presentation**  |
| March 24: Chap 9: Adolescence: Body and Mind  
**CASE STUDY DUE**  | March 26: Chap 10: Adolescence: Psychosocial Dev.  |
| Mar. 31: Chap 10: Adolescence: Psychosocial Dev.  
**TEST (CH 8-10) Emerging Adult Cultural Presentation**  | April 2: Chap 11: Emerging Adulthood; Body, Mind, and Social World  
**ADOLESCENT OBS PAPER/NOTES**  |
| April 7: Chap 12: Middle Adulthood: Body and Mind  | April 9: Chap 12: Middle Adult: Body and Mind  |
| April 14: Chap 13: Middle Adulthood: Psychosocial Dev.  | April 16: Chap 14: Late Adulthood: Body and Mind  
**TEST (CH 11, 12, 13) ADULT OBS NOTES AND PAPER DUE**  |
| April 21: Chap 14: Late Adulthood: Body and Mind  | April 23: Chap 15: Late Adulthood: Epilogue  |
| April 28: **Last Day of Class – Review for Final**  | May 7, 2015: **Final Exam 12:30 – 2:30 pm**  |

**FINAL EXAM: Thursday, May 7 12:30 – 2:30 **  
**Room 106 NIB**
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.

Where do you work? Number of 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 your 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.