



# Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905

<http://www.usu.edu/fchd>



**FAMILY,  
CONSUMER, AND  
HUMAN  
DEVELOPMENT  
FCHD 1500 --  
Lifespan Development –  
Spring 2016  
Monday, Wednesday, &  
Friday, 8:30-9:20 am  
Family Life, Rm. 206**

## **INSTRUCTOR INFORMATION**

Logan K. Lyons

Office: Family Life Rm. 112

Located in the basement of the Family Life Building

Email: [logan.lyons@aggiemail.usu.edu](mailto:logan.lyons@aggiemail.usu.edu)

Office Hours: By appointment

## **COURSE MATERIALS**

### **Textbook**

Title: Essentials of Life Span Development

Author: John Santrock

ISBN: 10:0-07-813584-2

For this course you will be required to purchase Essentials of Lifespan Development 4<sup>th</sup> edition by John Santrock (which includes LearnSmart, your adaptive online study tool, and SmartBook, your adaptive ebook). You are not required to have a print text for this course, but you will be required to know the information within the textbook, also you are not required to purchase the Connect Access Card. The USU bookstore has the Connect online access code (you will need this code to access the online study modules and materials) and the option to buy a binder-ready edition of the text packaged with a Connect Access card.

Note: Class readings are essential for student success in this course and will comprise the majority of content on exams. Material from these readings will be appear on exams and quizzes, and will also help you complete your final topic paper. Lectures will be crafted to supplement assigned readings and stimulate class discussion.

### **I-Clicker**

I-Clickers will be used regularly in class. You are responsible for bringing an i-clicker to class each day in order to receive the points related to the clicker for the day. There will be **NO MAKE UP** for missed i-Clicker points, so make sure you bring it to each class and have fresh batteries available. The clickers can be purchased at the USU bookstore, once purchased you will need to register your clicker for this course, online at <http://iclicker.com>. The clickers will be used throughout lectures and will also be used to assess

in class participation, which will be accounted for in your final grade. Having someone else use your clicker to earn you points in your absence is a violation of the honor code, and will result in a zero for i-clicker points.

### **Canvas**

Canvas is USU's online learning management system and will be used extensively in this course. Canvas will be used as a portal for me to post relevant resources and announcements related to the course. This will also be where you will submit any papers or assignments as well as where you will have access to your grades. Your username is your A#, and your password is the same one you use for your Banner account and Aggiemail. The Help Desk (797-HELP) can help with any technical issues you may encounter throughout the semester related to canvas.

### **COURSE DESCRIPTION**

This course will introduce you to the concepts and science of human development and the changes in development that occur across the life span from conception through death. We will focus on the physical, cognitive and socioemotional changes that occur as individuals grow and develop. In addition, this class will introduce students to the major theoretical perspectives associated with human development, incorporate topics into "real world" examples, and present a contextual perspective of human development.

#### Course Objectives:

1. **Gain factual knowledge (terminology, classifications, methods, trends).** Students will be introduced to foundational knowledge of the physical, cognitive, and socioemotional characteristics of every individual's development period (i.e., from the developing baby, to the end of life).
2. **Learn fundamental principles, generalizations, and theories.** Students will be introduced to the major theoretical perspectives associated with human development across the life span.
3. **Develop skills in expressing oneself orally or in writing.** Students will have the opportunity to present their ideas orally in the form of short presentations and informal in class discussions and in writing within the writing assignments included within this course.

### **ASSIGNMENTS**

#### **Quizzes**

Ten quizzes will be given over the course of the semester, one syllabus quiz, and nine chapter quizzes that will correspond to our modules throughout the course. These quizzes will be given on canvas and will be closed, meaning you won't be able to use notes or the textbook. The lowest TWO quiz scores will be dropped at the end of the semester. Quizzes will consist of 10 multiple-choice questions based on readings, lectures, and class activities. Makeup quizzes will NOT be permitted. Quizzes are designed to help you retain information as well as help you to be aware of areas you need to further review as you prepare for exams.

#### **Midterm *Inside Out* Paper** (Submit via Canvas)

For this paper you will be asked to watch Pixar's *Inside Out* and write a response paper relating the movie's plot and events to the developmental material we cover in class. There will be a copy on reserve at the USU library as well as an option to sign out a copy from my office. After you have watched the movie you will choose THREE topics from class that are depicted throughout the film. These topics can be developmental behaviors, references to theories as well as allusions to developmental mechanisms.

The goal is to have you write a corresponding paragraph for each chosen topic. Within each paragraph you will define the topic using in class materials (i.e. in class lectures or the textbook). Then you will connect the topic to the movie using a few sentences, describing how the character experienced the topic or how the authors represented the topic within the film. The paper will be expected to be 2 to 3 pages in length and will require an APA style title page and reference page, where you will include citations for the recourses you cite within the document. We will go over the expectations in class prior to the due date of this assignment.

### **Final Topic Paper** (Submit via Canvas)

You will choose one topic from the textbook to write on. (Hint: In choosing a topic, the text's table of contents is a nice starting point). Topics may be drawn from any developmental period, but must address a single concept from the field of human development. After choosing a topic, you should find at least two external sources that address the topic. One of these sources must be a peer-reviewed article from a research journal (e.g., Child Development, Adolescence, etc.) and another must be from the popular media (i.e., Time Magazine, The new York Times, etc.). You should prepare a three-page paper (double spaced) thoroughly reviewing the topic, its importance to human development and its "real world" application. Papers should have the following format:

1. Title Page
2. Introduction: (1 paragraph): Using the textbook as a primary source, providing a general overview of the topic. Define key terms and situate the topic within the field of human development.
3. Importance to human development (3-4 paragraphs): Using all three sources, discuss why the topic is important to researchers, practitioners, individuals and families. What do scientist already knows about this topic and what do they have to still learn?
4. Discussion (1-2 paragraph): Discuss the real world application of the topic. What might future research in the topic area look like? Link information from the text to what was learned from the journal article and popular media source. In sum, paint a coherent picture of the topic area for the reader.
5. References: Be sure to list all three (or more) sources in APA format on the last page of the assignment.

***Formatting criteria for papers:** I expect to receive clear, organized papers. Proofread for spelling, grammar, transitions, and content. Have someone else look over your paper and use the writing lab as needed. All written work for this course should be done in APA formatting and standard, 12-point font, double-spaced. Submit via canvas in Word or Rich Text formatting only.*

### **Exams**

There will be four exams given during the semester. Each exam will be closed note, closed book and will occur during scheduled class periods. You will be required to bring a "Blue" scantron to each exam. The final exam is NOT cumulative and will only cover the material presented during the final modules of the course. Questions on exams will be comprised of multiple choice, and true/false, and will come from readings, lectures, and other related class activities. Academic honesty is expected and any indication of cheating will be dealt with per the USU student code:

**<http://www.usu.edu/student-services/student-code/articles.cfm>**. No late exams will be given. Anyone who is scheduled to miss an exam because of a University-sponsored event should notify me at least one week BEFORE the scheduled exam to arrange a makeup opportunity.

## GRADING

<u>Assignment</u>	<u>Value</u>	<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
I-clicker Participation	20	423-450	94% and above	A
Quizzes (8 of 10 graded) 1 Syllabus Quiz 9 Module/Chapter Quizzes	80	405-422	89 – 93.9%	A-
Inside Out Paper	50	392-404	87 – 89.9%	B+
Topic Paper	100	378-391	84 – 86.9%	B
Exam 1	50	360-377	80 – 83.9%	B-
Exam 2	50	347-359	77 – 79.9%	C+
Exam 3	50	333-346	74 – 76.9%	C
Exam 4	50	315-332	70 – 73.9%	C-
<b>Total Points</b>	<b>450</b>	302-314	67 – 69.9%	D+
		270-301	60 – 66.9%	D
		000-269	59% and below	F

## POLICIES AND REMINDERS

### Late Work

Please turn in assignments on time; late work will have 20% deducted for each day that it is late. Documented, legitimate personal/family emergency late work may be accepted to waive the late work policy, but these are handled on a case-by-case basis. Students attending a university-sponsored event are expected to submit work BEFORE their event-late assignments for university-sponsored events will fall under the same 20% day deduction. All late work is expected to be turned in within one week of the original due date. The due dates associated with quizzes, papers and exams are stated below and will be posted to Canvas. If you have questions regarding due dates please email me prior to the due dates.

### Students with Special Needs

In cooperation with the Disability Resource Center, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center. (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966.

### Communication

I welcome all feedback from students in my course. My office hours are listed at the top of the syllabus or you can email me anytime at [logan.lyons@aggiemail.usu.edu](mailto:logan.lyons@aggiemail.usu.edu), while canvas allows for you to send “emails,” however the BEST WAY TO CONTACT ME IS THROUGH AGGIEMAIL. I will make an effort to respond to student emails within 24 hours on weekdays. When emailing me please title your emails with *FCHD 1500 and your name* within the subject heading. This will help me to distinguish you from other students I communicate with and will be greatly appreciated.

### Grievance Process

Please feel free to talk to me about issues related to this course. Any student who feels they have been unfairly treated may file a grievance per procedures described within the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII, pg. 25-30).

**Academic Dishonesty**

I will take appropriate actions in response to academic dishonesty, as defined the University’s Student Code (<http://www.usu.edu/student-services/studentcode/article6.cfm>). Acts of academic dishonesty include but are not limited to: cheating, falsification or plagiarism.

**COURSE CALENDER**

Date	Topic	Readings (pages)	Due Dates	Due Time
	Module 1: Introduction			
08.29	Course Introduction			
08.31	Syllabus Day			
09.02	Human Development Theories	Chapter 1 (1-24)	Syllabus Quiz	8:30 am
09.05	No Class: Labor Day			
09.07	Life-Span Research In Class Research Activity	Chapter 1 (25-32)		
	Module 2: The Developing Baby			
09.09	Genes and Environment	Chapter 2 (34-47)	M1 Quiz	8:30 am
09.12	Prenatal Development	Chapter 2 (48-69)		
09.14	Birth & Postpartum	Chapter 2(60-70)		
	Module 3: Infancy			
09.16	Physical & Cognitive Development	Chapter 3 (72-93)	M2 Quiz	8:30 am
09.19	Cognitive Development	Chapter 3 (93-100)		
09.21	Socioemotional Development	Chapter 4 (101-119)		
09.23	Social Contexts & Attachment	Chapter 4 (120-133)		
09.26	Exam One Review		M3 Quiz	8:30 am
<b>09.28</b>	<b>Exam One: In Class</b>			
	Module 4: Early Childhood			
09.30	Physical & Cognitive Development	Chapter 5 (134-160)		
10.03	Socioemotional Development	Chapter 6 (161-169)		
10.05	Socioemotional Development	Chapter 6 (161-186)		
10.07	Introduction: <i>Inside Out</i> Paper			
	Module 5: Middle & Late Childhood			
10.10	Physical Changes & Health	Chapter 7 (188-197)	M4 Quiz	8:30 am
10.12	Cognitive Development	Chapter 7(198-216)		
10.14	Socioemotional Development	Chapter 8 (218-230)		
10.17	Family and Social Contexts	Chapter 8 (232-246)		
10.19	Exam Two Review		M5 Quiz	8:30 am
<b>10.20</b>	<b>Thursday 10.20 Exam Two: In Class</b>			

10.21	No School: Fall Break			
	Module 6: Adolescence			
10.24	Physical Development	Chapter 9 (248-263)		
10.26	Adolescent Cognition	Chapter 9 (263-270)		
10.28	Socioemotional Development	Chapter 10 (272-284)	<i>Inside Out Paper</i>	8:30 am
10.31	Adolescent Culture & Issues	Chapter 10 (284-292)		
11.02	Adolescent In-Class Activity			
	Module 9: Early Adulthood			
11.04	Introduction: Final Paper		M6 Quiz	8:30 am
11.07	Physical Development	Chapter 11 (295-214)		
11.09	Love & Close Relationships	Chapter 12 (318-321)		
11.11	Socioemotional Development	Chapter 12 (315-330)		
11.14	Exam Three Review			
<b>11.16</b>	<b>Exam Three: In Class</b>			
	Module 8: Middle Adulthood			
11.18	Physical Development	Chapter 13 (315-343)	M7 Quiz	8:30 am
11.21	No Class- Research Day			
11.23	No School: Thanksgiving Break			
11.25	No School: Thanksgiving Break			
11.28	Socioemotional Development	Chapter 13 (349-356)		
11.30	Close Relationships	Chapter 14 (357-363)		
	Module 9: Late Adulthood			
12.02	Physical & Cognitive Development	Chapter 15 (349-390)	M8 Quiz	8:30 am
12.05	Socioemotional Development	Chapter 16 (392-406)		
	Module 10: End of Life			
12.07	Death, Dying and Grieving	Chapter 17 (407-418)	M9 Quiz	8:30 am
12.09	Final Exam Review: In Class			
<b>12.12</b>	<b>Final Exam 7:30 -9:20 am</b>		<b>Final Paper Due</b>	<b>7:30 am</b>