

Utah State University  
Department of Family, Consumer & Human Development  
**FCHD 1500: Human Development Across the Lifespan**  
Fall 2016 MW 4:30 Family Life 206

**General Information:**

**Course Materials: Loose-Leaf & eBook:**

Santrock, J. (2016). *Essentials of Life Span Development* (4<sup>th</sup> ed.). New York: McGraw Hill

ISBN: 9781259637247

**eBook:**

Santrock, J. W. (2016). *Connect+ access card for essentials of lifespan development* (4th ed.). Retrieved from <http://connect.mheducation.com>

ISBN: 9781259286414

**iClicker Classroom Response Device**

Either version (I or II) is fine. Available at the USU Bookstore

**Instructor:**

**Myles Maxey, Doctoral Student**

*Lead Graduate Researcher in Lifespan Development Lab*

Office: **Link 101 (Between the RBW and FL buildings)**

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Office Hours: **Monday 3:00-4:30, By Appointment**

**Teaching Assistant:**

Office Hours:

**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. Students will have the opportunity to learn through required readings, in-class lectures and activities, examinations, and applied assignments.

**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 conception 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 with the writing assignments included within this course.

## **Evaluation Methods:**

### **Participation**

Participation will be tracked through the use of *i-Clicker* and Connect+. Points will be awarded based on tracked *i-Clicker* responses on each day the clickers are used in class. Full points will be granted for 75% compliance each day. The total days will be averaged two times during the semester (25 points possible each half of the semester). Additionally, before each class session, you will be required to complete the *LearnSmart* assignment (**Due at 1 pm**). Again, total points earned will be averaged two times during the semester (25 points possible each half of the semester)

### **Quizzes (9)**

Nine quizzes will be given over the course of the semester (one for each module). These quizzes will occur through Connect+ and are open book and notes, but not open neighbor or internet. The lowest quiz score 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 in relation to preparation for exams.

### **Discussions (7)**

In your assigned group of five, students will be responsible to have a discussion on a topic related to the current developmental period using the discussion board on Canvas. There are seven discussions during the semester, which students will be required to select six as a group to discuss. Each group member will be responsible to moderate at least one of the discussions throughout the semester. **In order to receive full credit, the student must actively participate in the discussion.** This includes, but is not limited to, utilizing information from the course (the book and lecture), along with personal experiences, current research in the area, and real life applications.

### **In-Class Activities**

There will be various announced and unannounced in-class activities throughout the semester. These activities are designed to enhance the material presented and allow you an opportunity to apply the material to real life examples. They will be graded for five or ten points and there will be no make-up of missed activities.

### **Personal Development Paper**

Students will complete a 4-6-page paper on their own personal development, using concepts and theories from the textbook and applying them to their own lives. This assignment requires students to convey the knowledge gained in the course about human development through the portrayal of their own developmental experiences. More details will be made available on Canvas.

Format:

1. Put your *Name, Course, Date,* and a *Title* centered on the title page of the paper as per APA format guidelines.
2. Each paper should be no longer than six pages excluding the title page and reference page (Double space, using Times New Roman, 12-point font).
3. Include page numbers and running heads on all pages as per APA format guidelines.
4. Cite lecture material in text but NOT on reference page (we consider it “personal communication”). Cite book material in text and on reference page (include page numbers for all book citations even if not directly quoting). If you refer to sources other than those used in class, include them both in text and on the reference page at the end of the paper (it should be on a separate page and follow APA format).

5. Please use APA headings for the paper (A separate heading would be appropriate for each developmental period).

### **Examinations**

There will be two tests (a midterm and a final). Each test consists of 50 multiple-choice, true-false, and matching questions. Examinations are related to major objective of the class and have content representative of the text readings and lectures. Although knowledge is cumulative, questions for each test will only come from material related to that portion of the semester. You will need a **blue** ScanTron sheet to complete tests.

### **Grading:**

Grades for the course are a composite of participation and performance on Quizzes, Exams, Discussions, In-Class Activities, and the Personal Development Paper.

#### *Point Distributions:*

Participation	100
Quizzes (8 @ 10 points)	80
In-Class Activities	100
Personal Development Paper*	100
Discussions (6 @ 20 points each) *	120
Exams (2 @ 100 points each)	200
<b>TOTAL</b>	<b>700 pts.</b>

*\*Late assignments will receive reduced or no credit. You are to turn in papers electronically via CANVAS prior to the beginning of class (4:30 pm). I will accept papers submitted after the start of class and on the due date prior to 11:59 pm for credit, however, 5% will be deducted from the score. Paper submitted after 11:59 pm on the due date and until 11:59 pm on the following day will receive a 10% deduction. Papers turned in after 11:59 pm on the day following the due date or papers sent electronically via email at any time will not receive credit (No Points Will Be Awarded).*

The total of all scored will be utilized in a grading scale to arrive at the final grade for the course. The following scale will apply:

94-100%	=A	74-76.99%	=C
90-93.99%	=A-	70-73.99%	=C-
87-89.99%	=B+	67-69.99%	=D+
84-86.99%	=B	60-66.99%	=D
80-83.99%	=B-	below 60%	=F
77-79.99%	=C+		

## **Course Policies:**

### ***Attendance***

**Class meets every Monday and Wednesday 4:30 p.m. – 5:45 p.m. unless noted otherwise in the schedule below.**

Students are expected to attend class. Please arrive on time and plan to stay for the class, this means being in your seat with materials ready and attention on the instructor at 4:30 p.m. and not packing up to leave until 5:45 p.m. Be respectful of the instructor's time, your time, and your classmates' time. No student will be excused from any assignment. If a student is unable to complete the class attendance requirements according to university policy, it is her/his responsibility to withdraw from the class (Any unusual circumstances will be taken into consideration by the instructor). Students are expected to be present for all examinations at the appointed time. Make-up exams are not feasible except in the most extreme circumstances. If there are any questions or concerns, please contact the instructor as soon as possible.

Please refrain from engaging in disruptive private (side) conversations, bringing young children to class, reading newspapers, and packing notebooks and other materials prior to the end of lecture. Please turn off all cell phones before class starts. Laptop computers and tablets are allowed in this class, BUT please be respectful to those around you by using them only to take notes.

### ***Preparing for Class***

#### **Readings**

You will read approximately one to two chapters from the textbook each week. Daily reading assignments are listed in the course schedule below. You are expected to complete all scheduled readings before class so that you are able to fully participate in and understand class discussions. You will need to have a Connect online access code (which is available from the Bookstore) in order to access the online study modules and materials. You are encouraged to take advantage of other options and resources available through the online Connect software.

#### **Guided Notes**

Lecture with PowerPoint presentations are the primary method of instruction in the course. Prior to class, guided notes will be posted to Canvas to aid in note taking during class. These notes will be based on the PowerPoints that will be used in class, but be missing significant portions of important material. If you miss a class, please arrange with another student to get these notes.

### ***In-Class Discussions***

I try to be sensitive to issues of culture, gender, or personal situations that may present barriers to open discussion and learning. I expect students to be professional and open to learning about our own biases and prejudices (we all have them). Therefore, blatantly insensitive behavior will not be tolerated.

### ***Communication***

Students will receive course announcements via Canvas. I also welcome feedback from students in the course. My office hours are listed at the top of the syllabus or you can email me anytime. I also check Canvas periodically but the best way to reach me quickly is through email. I will make an effort to respond to student emails within 24 hours on weekdays, and I will check email occasionally on weekends. If it is urgent, please indicate this in the subject heading.

### ***Honor Code Policy***

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is

expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and the instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code:  
<http://www.usu.edu/student-services/student-code/article6.cfm>

**Acts of academic dishonesty include but are not limited to:**

1. *Cheating*

- a. using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"
- b. depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- c. substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work
- d. acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission
- e. continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity
- f. submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or
- g. engaging in any form of research fraud.

2. *Falsification*

- a. altering or fabricating any information or citation in an academic exercise or activity.

3. *Plagiarism*

- a. representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment.
- b. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

***Student with Special Needs***

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-244 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, or digital) are available with advance notice.

***Grievance Process***

Students who feel they have been unfairly treated... may file a grievance through the channels and procedures described in the Student Code:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

***Emergency Preparedness***

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e. in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

### Course Schedule (Tentative)

	Date	Assignments Due	Required Readings	Fall 2016 FCHD1500
<b>Introduction</b>	8/29			Syllabus Review Course Introduction
	8/31		1-33	Life-Span Perspective Theories and Research
	9/5	<b>NO CLASS</b>		<b>Labor Day</b>
<b>Prenatal</b>	9/7	Quiz 1 <i>Theories &amp; Research</i>	34-47	Biological Beginnings
	9/12		48-71	Prenatal Development & Birth
<b>Infancy</b>	9/14	Quiz 2 <i>Prenatal</i>	72-93	Physical Development in Infancy Motor & Sensory
	9/19		93-108	Cognitive & Language Development
	9/21		109-119	Emotional and Personality Development
	9/26		120-133	Social and Attachment
<b>Early Childhood</b>	9/28	Quiz 3 <i>Infancy</i>	134-150	Physical and Cognitive Changes
	10/3	Discussion 1 <i>Prenatal &amp; Infancy</i>	152-167	Cognitive Changes cont. Language & Early Childhood Education
	10/5		161-187	Socioemotional Development Family and Peers
<b>Middle &amp; Late Childhood</b>	10/10	Quiz 4 <i>Early Childhood</i>	188-197	Physical Changes & Health Disabilities
	10/12		198-231	Cognitive & Language Emotional & Personality
	10/17	Discussion 2 <i>Early Childhood</i>	232-247	Families, Peers, and School
	10/19	Quiz 5 <i>Middle &amp; Late Childhood</i>		<b>Midterm Exam Review</b>
	10/24	<b>EXAM</b>		<b>Midterm Exam</b>
<b>Adolescence</b>	10/26		248-266	Physical Changes & Health Cognition
	10/31	Discussion 3 <i>Middle to Late Childhood</i>	267-283	School, Identity, Family
	11/2		284-294	Peer, Culture, Adolescent Problems
<b>Early Adulthood</b>	11/7	Quiz 6 <i>Adolescence</i>	295-309	Transition into Adulthood & Lifestyles Physical & Cognitive Development
	11/9	Discussion 4 <i>Adolescence</i>	310-330	Careers and Work Sexuality, Love & Relationships
	11/14	Quiz 7 <i>Early Adulthood</i>		<b>APA Final Paper In-Class Work Day</b>
<b>Middle Adulthood</b>	11/16		331-345	Physical & Cognitive Development Careers, Work & Leisure
	11/21	Discussion 5 <i>Early Adulthood</i>	345-363	Religion and Meaning in Life Personality & Relationships

	11/23	NO CLASS		Thanksgiving Holiday
Late Adulthood	11/28	Quiz 8 <i>Middle Adulthood</i>	364-391	Physical and Cognitive Development Work, Retirement, and Mental Health
	11/30	Discussion 6 <i>Middle Adulthood</i> <b>Personal Development</b> <b>Paper Due</b>	392-406	Socioemotional Development Families & Relationships Successful Aging
	12/5	Quiz 9 <i>Late Adulthood</i>	407-419	Death, Dying, & Grieving
	12/7	Discussion 7 <i>Late Adulthood</i>		Final Thoughts & Tying It Together <b>Final Exam Review</b>
	12/14	Exam @ <b>3:30</b>		Final Exam