

FCHD 1500: Human Development through the Lifespan Wednesday 8:00 p.m. – 10:30 p.m.

Instructor:

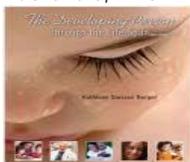
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Email: shirlene.law@usu.edu Please use this email or call or text my cell phone if you want a quick response. I will send group messages via Canvas announcements and email, so please check it often.

Required Text: Berger, K.S. (2014). The developing person through the lifespan. New York: Worth Publishers, Ninth Edition



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Course

Overview:

This course is designed to acquaint students with the processes of human development from conception through death.

Course Objectives:

Upon completion of this course, students should:

- ❖ Understand the inter-relatedness of the biosocial, cognitive, and psychosocial aspects of development throughout the lifespan.
- ❖ Gain a solid knowledge of the major periods of development: (1) Prenatal (2) Infancy and Toddlerhood, (3) Early Childhood, (4) Middle Childhood, (5) Adolescence, (6) Emerging Adulthood, (7) Adulthood, and (8) Late Adulthood
- ❖ Understand the major theories of human development.
- ❖ Increase your personal understanding of your own growth and development.
- ❖ Increase your sensitivity to the developmental needs of others who are at different ages and stages of life.

- **IDEA Objective:** Learning fundamental principles, generalizations, or theories.
- **IDEA Objective:** Learning to apply course material (to improve thinking, problem solving and etc.)
- **IDEA Objective:** Gaining factual knowledge (terminology, classifications, methods, trends).

Course Requirements:

- ❖ There are 750 points possible in this course. Four hundred points will come from exams and 350 points will come from assignments and class participation. The following is a description of how these points are earned:

Four Exams (400 points)

- ❖ Our class is divided into four modules. Each module covers six or seven chapters. There will be an exam at the end of each module. Each exam is worth 100 points. **Exams are password protected and will need to be taken at your**

Testing Centers. No books, writing tools or electronic devices are allowed for exams. **You may bring one 3x5 card with notes to use on your exam.**

- ❖ You will be allowed **two attempts** on each exam. This means that you could take the test one day and, if you did not do as well as you hoped, you could study more and take it again before the deadline. The questions are randomized so each test you take will have different questions pertaining to the same topics. **Your highest score will be saved.**
- ❖ Each exam consists of 50 multiple choice, fill in the blank, and true and false questions. Questions will be taken from the text, videos and lectures. **Lectures are designed to supplement but not replace the textbook.** Test reviews are available on Canvas to help you as you study.

Assignments (350 points)

- ❖ **Introduce Yourself (10 points)**
 - Please go to the Discussion Board on Canvas and introduce yourself to the class. Instructions are on there. This is an easy 10 points and it lets me know that everyone is online!
- ❖ **Hot Topic and Five Responses (40 points).**
 - Issues in human development are happening all around us. Read the paper, watch the news, or go online. In class we refer to these as Hot Topics and you will discover that these Hot Topics are everywhere. Your job is to find at least one Hot Topic this semester (that relates to topics we discuss in class) and post it to our Hot Topic discussion board. On your posting, please share a link to your information. **Summarize the information and describe what you learned from it, how it applies to what we have discussed in our class, and whether you believe it is a reputable and valid source.**
 - Remember, when you post, you are leading the discussion and encouraging input from others. Please post your Hot Topic early enough so that others can respond. At the end of the semester, you will receive a grade for your Hot Topic and your responses on the discussion board. **To receive full credit you must post one Hot Topic and make at least 5 thoughtful responses to other Hot Topics that students post. Please remember that spelling and punctuation matter in every post you make.**
- ❖ **Two Assignments (100 points)**
 - There are two written assignments due this semester. Each assignment is worth 50 points. There are a variety of assignment options for you to choose from. The intent of the various written assignments is to give you **real life** experiences with the major life stages we discuss in class while developing your writing skills. **All assignments must be submitted through Canvas in the assignment tab. Do not email them to me.** Descriptions for each assignment are in this syllabus.
- ❖ **Final Project (100 points)**
 - For your final project you will use the information that we have discussed in this class and create a video, PowerPoint or write a paper about your life. You will be graded on your ability to show understanding of the class content and how it directly applies to your life. **I will show some examples in class.**

Class Participation (100 points)

- Please bring your syllabus packet to class each week. We will do activities in class that are in your packet. These activities are meant to be fun, enlightening and promote class discussion. We typically do packet activities every time we meet as a class. There will be a 100 point questionnaire that you will take at the end of the semester. If you have attended class and completed the syllabus packet and the video notes, it should be an easy 100 points. *(There may be some syllabus activities that we do not get to in class. You will not be expected to fill these out, nor will you have questions on them.)*
 - **Special Note:** The syllabus activities are your class participation points. If you attend class, you will know everything that needs to be done in them. If you do NOT attend class, DO NOT email and ask me, "What did I miss in the syllabus packet?" I will not answer that question because I want you in class! 😊

Class Notes and Test Reviews

- ❖ Class notes and test reviews are available on our Canvas homepage. Please remember that the class notes are **not** the complete lecture notes I will use in class and there may be some changes in the PowerPoints because I am constantly updating them. It is highly recommended that you bring your notes each week. The test reviews are meant

to be a guide as well. They are meant to “help” you focus your study for each test, but they are not all inclusive!
Come to class, use your notes and read your text.

Course Policies:

Attendance:

- ❖ This course covers new material each session, so it is expected that you attend class every week.

Course Etiquette:

- ❖ Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, intimidating, or demeaning. The instructor and classroom facilitators have primary responsibility for and control over classroom behavior and maintenance of academic integrity.
- ❖ I receive most complaints from students who inform me that other students’ talking disrupts their ability to focus and participate in class. Please complete personal conversations, texting, web surfing activities, and etc., before or after class. Please notify me via email or text if you have issues with classroom civility at your sites. You will remain anonymous, but I will address the issues with the offending student(s). You may also talk to your site facilitator. **They are there to monitor the happenings in the classroom.**

Instructor Responsibilities

- ❖ Start and end class on time.
- ❖ Treat all students with courtesy and respect.
- ❖ Be open to constructive input from students in the course.
- ❖ Ensure that opportunities to participate are shared equally by all students in the class.

Student Responsibilities

- ❖ Come to class on time and be prepared for class activities.
- ❖ Refrain from packing up belongings before class ends.
- ❖ **Turn off all electronic devices that might create a disruption in class.**
- ❖ Be quiet and give full respectful attention while either instructor or fellow student is speaking.
- ❖ When speaking use courteous, respectful language and keep comments and questions relevant to the topic.
- ❖ Allow all students the opportunity to respond and ask questions.

Students are expected to complete all of their assignments and exams as scheduled.

- ❖ In the case where an exam needs to be missed or an assignment needs to be handed in late, only a USU-endorsed exemption (e.g., death in the immediate family, **prior approval**) may be recognized as a valid excuse, and these still need to be accompanied by adequate documentation and, in some cases, a meeting with the instructor. A medical excuse needs to be a valid written note from a medical professional that explains why you were unable to attend the exam. Students unable to take the exam on the designated date or students who are unable to hand the assignments in on the scheduled date without penalty must notify the instructor in **advance**, and receive permission to take a make-up exam. Make up exams will not be administered unless arrangements have been made in advance. **If a late assignment is accepted, it will automatically be deducted by 20%.**

All papers submitted on Canvas will be evaluated through Turnitin for plagiarism.

Grading:

- ❖ I will try to be as accurate as possible in recording scores, however, sometimes an error is made. Please protect yourself by keeping all your papers until you receive your final grade at the end of the semester. **It is required that you make hard and electronic copies of your assignments as backups.**

University Grading Scale:

- ❖ A 100-94% • A- 93.9-90% • B+ 89.9-87% • B 86.9-83% • B- 82.9-80%
• C+ 79.9-77% • C 76.9-73% • C- 72.9-70% • D 69.9-60% • F 59% and below
- ❖ Final grades are not rounded up or down.

Communication:

- ❖ All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by an email, cell phone for text messages, or other social networking services of your choice. **Please remember that all correspondence on Canvas is also monitored.** Make sure that your comments pertain to class.
- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback/Communication:

- ❖ I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication:

- ❖ I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Submitting Electronic Files:

- ❖ All electronic files must be submitted in word(.doc, .docx) or rich text file (.rtf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*. Files in formats other than doc, docx, rtf and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities:

- ❖ Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System":

- ❖ Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. [The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:
"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."
A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
 - ❖ Espouses academic integrity as an underlying and essential principle of the Utah State University community;
 - ❖ Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
 - ❖ Is a welcomed and valued member of Utah State University.

Academic Dishonesty: The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- ❖ **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- ❖ **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.





- ❖ **Plagiarism:** 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. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment:

- ❖ Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy:

- ❖ Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities:

- ❖ 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). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.
Contacting the Disability Resource Center (DRC):
- ❖ On Campus: Room 101 of the University Inn
- ❖ Phone: 435-797-2444
- ❖ Website: <http://www.usu.edu/drc/>
- ❖ Disability related resources for current students:
- ❖ [DRC Student Handbook](#)
- ❖ [Deaf and Hard of Hearing Student Handbook](#)
- ❖ [Disability Related Scholarships](#)
- ❖ [Campus Resources](#)
- ❖ [Documentation Guidelines](#)
- ❖ [Online Resources for Students with Disabilities](#)
- ❖ **Diversity Statement:** Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:
- ❖ Michelle Bogdan, Director of Access and Diversity Center:
(435) 797-1728, michelle.bogdan@usu.edu
- ❖ James Morales, Vice President of Student Services:
(435) 797-1712, james.morales@usu.edu
- ❖ Brooke Lambert, LGBTQA Program Coordinator, Access and Diversity Center:
(435) 797-1164, brooke.lambert@usu.edu
- ❖ Daryn Frischknecht, Student Advocate:
(435) 797-7460

You can learn more about your student rights by visiting <http://www.usu.edu/student-services/studentcode>.

Grievance Process:

- ❖ Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII, Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- ❖ [Student Conduct](#)
- ❖ [Student Code](#)
- ❖ [Academic Integrity](#)
- ❖ [USU Selected Academic Policies and Procedures](#)
- ❖ [USU Academic Policies and Procedures](#)
- ❖ [Academic Freedom and Professional Responsibility Policy](#)
- ❖ **Emergency Procedures:** In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the 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 Calendar!

Date	Book Chapters	Out of Class Assignments
Aug 31	Introduction to Human Development Go Over Syllabus, Canvas Training Chapter 1: Basic Concepts of Human Development	Complete Introduce Yourself on Canvas
Sept 7	Chapter 1: Basic Concepts of Human Development Chapter 2: Theories of Human Development	*Watch, "Life's Greatest Miracle" and answer the questions in this syllabus packet. You may go to pbs.com and type in Life's Greatest Miracle or you may go to Youtube. http://video.pbs.org/video/1841157252/ The video is 53 minutes long. Questions for this video begin on page 11 in your syllabus packet. Study them for Exam 1.
Sept 14	Chapter 4: Prenatal Development and Birth Chapter 5: The First Two Years: Biosocial Development	
Sept 21	Chapter 6: The First Two Years: Cognitive Development Chapter 7: The First Two Years: Psychosocial Development	Exam 1: The exam will be opened from Sept 22 at 8:00 a.m. and will close Sept 28 at 8:00 p.m. You will need to go to your testing centers to take it. Each center will have a password to get you on. Logan students please check with your testing center and make an appointment to take each test if necessary. <i>You may bring one 3x5 index card WITH NOTES on it to your exam. Remember that you may have two attempts on each exam. The sooner you take it the more time you will have for your second attempt if you choose.</i>
Sept 28	Chapter 8: Early Childhood: Biosocial Development Chapter 9: Early Childhood: Cognitive Development	
Oct 5	Chapter 10: Early Childhood: Psychosocial Development Chapter 11: Middle Childhood: Biosocial Development	Assignment 1 Due. Please look at Assignment 1 Options beginning on page 7 and choose a topic that most interests you. Submit on Canvas under Assignment 1
Oct 12	Chapter 12: Middle Childhood: Cognitive Development Chapter 13: Middle Childhood: Psychosocial Development	Exam 2: The exam will be opened from Oct 13 at 8:00 a.m. to Oct 19 at 8:00 p.m. You will need to go to your testing centers to take it. They will have a password to get you on. Logan students please check with your testing center and make an appointment to take each test if necessary. <i>You may bring one 3x5 index card WITH NOTES on it to your exam. Remember that you may have two attempts on each exam. The sooner you take it the more time you will have for your second attempt if you choose.</i>
Oct 19	Chapter 14: Adolescence: Biosocial Development Chapter 15: Adolescence: Cognitive Development	
Oct 26	Chapter 16: Adolescence: Psychosocial Development Chapter 17 Emerging Adulthood: Biosocial Development	
Nov 2	Chapter 18 Emerging Adulthood: Cognitive Development Chapter 19 Emerging Adulthood: Psychosocial Development	Assignment 2 Due. Please look at Assignment 2 Options beginning on page 9 and choose a topic that most interests you. Submit on Canvas under Assignment 2. Exam 3: The exam will be opened from Nov 2 at 8:00 a.m. to Nov 9 at 8:00 p.m. You will need to go to your testing centers to take it. They will have a password to get

		you on. Logan students please check with your testing center and make an appointment to take each test if necessary. <i>You may bring one 3x5 index card WITH NOTES on it to your exam. Remember that you may have two attempts on each exam. The sooner you take it the more time you will have for your second attempt if you choose.</i>
Nov 9	Chapter 20 Adulthood: Biosocial Development Chapter 21 Adulthood: Cognitive Development	
Nov 16	Chapter 22 Adulthood: Psychosocial Development Chapter 23 Late Adulthood: Biosocial Development	All Hot Topics posts are due.
Nov 23	NO CLASS: Thanksgiving Break	
Nov 30	Chapter 24 Late Adulthood: Cognitive Development Chapter 25 Late Adulthood: Psychosocial Development	Final Project Due. Please look at the Final Project description on page 10.
Dec 7	Epilogue: Death and Dying	Complete Syllabus Activities Questionnaire: It will be available on Canvas from Dec. 7 th at 10:30 p.m. to Dec. 11 th at 11:59 p.m. You may take it at home and you CAN use all of your syllabus activity notes and video notes to complete it.
Dec 14	Exam 4	Exam 4: The exam will be opened from Dec 8 at 8:00 a.m. to Dec 14 at 8:00 p.m. You will need to go to your testing centers to take it. They will have a password to get you on. Logan students please check with your testing center and make an appointment to take each test if necessary. <i>You may bring one 3X5 index card WITH NOTES on it to your exam.</i>

 Remember to participate in the Hot Topics discussions on Canvas throughout the semester. You need to post one Hot Topic discussion and respond to at least five other posts.