



**FCHD 1500 -- Lifespan Development – FALL 2016**  
**Monday, Wednesday, & Friday, 2:30pm – 3:20pm, MAIN**  
**121**

**Instructor Information:**

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**Course description:**

This course will introduce students 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.

**Prerequisites:**

There are no prerequisites for this course.

**Course Fees:**

There are no course fees associated with this course.

**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 individuals every developmental period (i.e., the developing baby, infancy, early childhood, middle and late childhood, adolescence, early adulthood, Middle adulthood, late adulthood, and 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 present their ideas orally in the form of a short presentation and in writing in the form of short answers on quizzes and exams, and on an end-of-semester topic paper.

### **Course Materials:**

#### **Textbook**

For this course you will be required to purchase *Essentials of Lifespan Development* (4th edition) by John Santrock. You may also choose to purchase McGraw-Hill Education Connect® access for Connect Access Card, which includes LearnSmart, an adaptive online study tool, and SmartBook, an adaptive ebook. The USU bookstore has new and used books, as well as the Connect online access code, as well as an 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. Most weeks, students will be asked to read two chapters in the text (one per class lecture). Material from these readings will be appear on exams and quizzes, and will also help you complete assignments (short presentations and topic paper). Lectures will be crafted to supplement assigned readings and stimulate class discussion.

#### **iClicker**

*iClickers* will be used regularly in class. **Students need to register *iClickers* online at <http://iclicker.com>.** *iClickers* will be used most days during lecture and discussion. Twenty attendance points will be given over the course of the semester based on *iClicker* and other participation. Additionally, students may be given the opportunity to earn extra credit points with *iClicker* participation. Please note, If a student sends an *iClicker* with someone else to get points, BOTH students will receive zero *iClicker* points for the entire semester and may encounter more severe punishment based on the gravity (and intent) of the infraction.

#### **Canvas**

Canvas is Utah State University's online learning management system and will be used extensively in this course. Students can login to Canvas at <http://canvas.usu.edu>. Student usernames will be university-assigned A#,s, and passwords will be university-recognized passwords (the same one used for *Banner* or *Aggiemail*). The "Begin Here" section of the Canvas site provides information on how to set up Canvas on personal computers, and how the various tools can be used in the Canvas portal. All materials on Canvas will be broken into modules and each module will open prior to the material's presentation in class. When setting up Canvas, students must set preferences to receive class notifications! Students should read the information provided on the "Computer Setup" and "Canvas Support" pages offered at login. The Help Desk is available at 797-HELP to assist students with any technical issues.

### **Assignments:**

#### **Short Presentation**

All students will give one short presentation during the semester. Short presentations should be prepared by the student prior to the presentation date, and should be 60 seconds in length. Topics will be drawn by students on the first day of class and will be presented on assigned dates throughout the semester.

Presentations are worth 50 points and cannot be made up. Points will be assigned as follows:

- 15 points -- Thorough coverage of the assigned topic (*TEACH the class something!*)
- 15 points -- Unique presentation of material (*Think outside the box!*)
- 15 points -- Clear take home message (*Tie your presentation to the "real world"!*)
- 5 points -- Fun factor (*Make sure the class remembers YOUR presentation!*)

## Topic Paper

Students 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. The topic may not be the same topic as was presented in the student's short presentation. After choosing a topic, students 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.). Students should prepare a four-page paper (double spaced) thoroughly reviewing the topic, its importance to human development, and its "real world" application. Papers should have the following format:

**Introduction** (1 paragraph): Using the textbook as a primary source, provide a general overview of the topic. Define key terms and situate the topic within the field of human development.

**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 scientists already know about this topic and what do they have yet to learn? How might the topic link to other facets of human development? What are the repercussions of "normal" and "abnormal" development within the topic area?

**Discussion** (1 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.

**References:** Be sure to list all three (or more) sources in APA format at the bottom of page two.

All topic papers should be written in APA style (<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>) and must be submitted in .doc or .docx format prior to the due date. Please include your full name in the filename (e.g., TravisDorsch\_TopicPaper.docx) and submit via Canvas. Academic honesty is expected and any indication of cheating will be dealt with per the USU Student Code:

<http://www.usu.edu/studentervices/studentcode/article6.cfm>.

## Quizzes

Ten quizzes will be given over the course of the semester (one for each module). 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, class activities, and short presentations. Makeup quizzes will not be permitted; however, if students are out of class for a University-sponsored event, they should see the instructor BEFORE the scheduled quiz to arrange an alternative assignment. Quizzes will be designed to help students retain information as we move through the course material and prepare for the exams.

## Exams

There will be two exams during the semester. Exam 1 will cover the first five modules and Exam 2 will cover the last five modules. Exam 2 will NOT be cumulative and will only cover material presented during the second half of the course. Both exams will be taken online via Canvas. Students will have 75 minutes to complete each exam during the regularly scheduled class period. Questions on exams will be comprised of multiple choice, true/false, matching, or short answer questions and will come from readings, lectures, class activities, and student presentations. Academic honesty is expected and any indication of cheating (it's easy to tell on Canvas) will be dealt with per the USU Student Code: <http://www.usu.edu/studentervices/studentcode/article6.cfm>. No late exams will be given. Students who are scheduled to miss an exam for a University-sponsored event, should notify the instructor at least one week BEFORE the scheduled exam to arrange a makeup opportunity.

## Course grading:

<u>Assignment</u>	<u>Value</u>	<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
Attendance	20	423-450	94% and above	A
Short Presentation (date TBD)	50	405-422	90 – 93.9%	A-
Quizzes (8 of 10 graded)	80	392-404	87 – 89.9%	B+
Topic Paper (Due 12/04)	100	378-391	84 – 86.9%	B
Exam 1 (10/19)	100	360-377	80 – 83.9%	B-
Exam 2 (12/11)	100	347-359	77 – 79.9%	C+
<b>TOTAL</b>	<b>450</b>	333-346	74 – 76.9%	C
		315-332	70 – 73.9%	C-
		302-314	67 – 69.9%	D+
		270-301	60 – 66.9%	D
		000-269	59% and below	F

## Policies and Reminders:

### **Late Work**

Late work due to procrastination will not be accepted. Late work due to University-related travel or legitimate personal/family emergencies may be accepted at the instructor's discretion. If late work is accepted, it is expected that it will be turned in within one week of the original due date unless other arrangements have been made with the instructor. The due date and time associated with quizzes, presentations, the topic paper, and exams are stated clearly below and on Canvas. If you have questions regarding due dates please email the instructor prior to the due date.

### **Students 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. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice. **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. All accommodations are coordinated through the Utah State University Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.

### **Communication**

Students will receive course announcements via Canvas. I also welcome all feedback from students in the course. My office hours are listed at the top of the syllabus or you can email me anytime at **Travis.Dorsch@usu.edu**. 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! 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. Please state the nature of the emergency, and when you expect to turn in the coursework.

### **Grievance Process**

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

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

### Emergency Preparedness

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

### Academic Dishonesty

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: altering or fabricating any information or citation in an academic exercise or activity.
3. 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.

### Course Calendar:

Date	Topic	Readings (pages)	Assignments
	<b>MODULE 1: Introduction</b>		
8/29	- Course Introduction		
8/31	- Lifespan Development - Theories and Research	Chapter 1 (1-33)	
9/02			<b>M1 Quiz (in class)</b> <b>M1 Short Presentations</b>
9/05	<b>LABOR DAY</b>		
	<b>MODULE 2: The Developing Baby</b>		
9/07	- Genes and Environment	Chapter 2 (34-47)	
9/09	- Prenatal Development	Chapter 2 (48-71)	
9/12			<b>M2 Quiz (in class)</b> <b>M2 Short Presentations</b>
	<b>MODULE 3: Infancy</b>		
9/14	- Physical and Cognitive Development	Chapter 3 (72-108)	
9/16	- Guest Speaker – Dr. Breanna Studenka, KHS		
9/19	- Socioemotional Development	Chapter 4 (109-133)	
9/21			<b>M3 Quiz (in class)</b> <b>M3 Short Presentations</b>

	<b>Module 4: Early Childhood</b>		
9/23	- Physical and Cognitive Development	Chapter 5 (134-160)	
9/26	- Socioemotional Development	Chapter 6 (161-187)	
9/28			<b>M4 Quiz (in class)</b> <b>M4 Short Presentations</b>
	<b>Module 5: Middle and Late Childhood</b>		
9/30	- Physical and Cognitive Development	Chapter 7 (188-217)	
10/03	- Socioemotional Development	Chapter 8 (218-247)	
10/05			<b>M5 Quiz (in class)</b> <b>M5 Short Presentations</b>
10/07	- Exam 1 Review Session		
10/10	<b>NO CLASS – EXAM PREP</b>		
10/12			<b>EXAM 1 (on CANVAS)</b>
10/14	- Guest Speaker: <i>Rachel Wishkoski, USU Library</i>		
10/17	- Guest Speaker: <i>Marshall Grimm, APA Style</i>		
	<b>Module 6: Adolescence</b>		
10/19	- Physical and Cognitive Development	Chapter 9 (248-271)	
10/21	<b>FALL BREAK</b>		
10/24	- Socioemotional Development	Chapter 10 (272-294)	
10/26	- Guest Speaker: <i>Keith Osai, FCHD</i>		
10/28			<b>M6 Quiz (in class)</b> <b>M6 Short Presentations</b>
	<b>Module 7: Early Adulthood</b>		
10/31	- Physical and Cognitive Development	Chapter 11 (295-314)	
11/02	- Socioemotional Development	Chapter 12 (315-330)	
11/04			<b>M7 Quiz (in class)</b> <b>M7 Short Presentations</b>
	<b>Module 8: Middle Adulthood</b>		
11/07	- Physical and Cognitive Development	Chapter 13 (331-348)	
11/09	- Socioemotional Development	Chapter 14 (349-363)	
11/11			<b>M8 Quiz (in class)</b> <b>M8 Short Presentations</b>
11/14	- Guest Speaker: <i>Dr. Lucy Delgadillo, FCHD</i>		
	<b>Module 9: Late Adulthood</b>		
11/16	- Physical and Cognitive Development	Chapter 15 (364-391)	
11/18	- Socioemotional Development	Chapter 16 (392-406)	
11/21			<b>M9 Quiz (in class)</b> <b>M9 Short Presentations</b>
11/23	<b>THANKSGIVING BREAK</b>		
11/25	<b>THANKSGIVING BREAK</b>		
	<b>Module 10: End of Life</b>		
11/28	Death, Dying, and Grieving	Chapter 17 (407-419)	
11/30			<b>M10 Quiz (in class)</b> <b>M10 Short Presentations</b>
12/02	- Guest Speaker: <i>Dr. Ryan Dunn, Weber State</i>		
12/05	<b>NO CLASS – PAPER PREP</b>		
12/07	- Exam 2 Review Session		<b>TOPIC PAPER Due on Canvas by 11:59pm, Monday 12/05</b>
12/09	<b>NO CLASS – EXAM PREP</b>		
12/14			<b>EXAM 2 (on CANVAS)</b>