

Fall 2006

FCS 1500:

HUMAN DEVELOPMENT ACROSS THE LIFESPAN

Professor: Tim Eicher, M. Ed.

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Office Hours: 1:00-5:00 most afternoons, though I have committee meetings at times.
Use the sign up board on my door to make an appointment.

TEXT: **Human Development: A Lifespan View** by Kail and Cavanaugh
4th Edition, 2006, Thomson/Wadsworth

SUPPLEMENT: **Required**, available in the Bookstore. FCS 1500, Eicher

CREDITS: 3.0 Semester Hours

ROOM: Rm. 115 in the FCS Building

BEGINS/ENDS: August 22-December 15

CLASS HOUR: Tuesday/Thursday, 1:00-2:15

PREREQUISITE: None

A short note to students:

This is a busy class! There are many assignments. I don't know how else to help you understand concepts that are so important in your life than to have you practice them often. Believe me, what you learn from this class will be worth your effort. The more effort you can put in the more you will get out of class, of course, but I realize that you have competition for your time and this isn't your only class. Do the best you can and I believe you will feel satisfied with what you learn.

COURSE DESCRIPTION:

Human Development Through the Lifespan is devoted to the study and understanding of constancy and change 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.

PREREQUISITES: None

COURSE OBJECTIVES:

Social Science General Education Objectives applicable to this course:

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.

FCS Objectives, Human Development Across Lifespan:

Upon completion of this course the student is expected to be able to:

1. Discuss issues of diversity of human development across gender, ethnic orientation and social class.
2. Explain development in the context of developmental theory, by relating various theoretical frameworks to the study of substantive developmental issues. (Theories put forth by Freud, Erickson, Piaget, Vygotsky and others will be explored, as well as ideas relevant to Learning Theory, Information Processing Theory, Sociocultural Theory, and Ecological Theory, Life span and Life Cycle Theories.)
3. Engage in critical thinking about themes in the text and relate the scholarly material to personal questions and concerns relative to developmental stages, domains, and the developmental controversies.
4. Explain stage changes and continuous changes and interactions likely to occur over time in each of the developmental domains.

5. Recognize and evaluate research techniques appropriate for studying human development; i.e. types of studies used, ethical obligations, techniques for ensuring validity and reliability.
6. Do observational research and follow guidelines and procedures for observing young children in a variety of settings. Observation in the preschool and the Case Study on a preschool child will provide research opportunities for students. Other observations relevant to specific developmental period will also be completed.
7. Explain methods of interaction and behavioral influences in various developmental periods as viewed by current theoretical approaches to human development.
8. Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects.

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 filmstrips, and writing papers will also contribute to achieving the course objectives. ****My way of assessing whether you have achieved these objectives is through your performance on tests, your in-class participation, and how you apply concepts in your papers.**

What you will need to do to get a good grade in this class:

Supplement!!! Directions for assignments, observation forms, and chapter study guides will be found in your supplement. It, along with your work and study habits, will help you to get a good grade. Also, follow the directions in the syllabus, outline, and supplement. Ask questions when you are confused and need clarification. Look carefully at your outline for class activities and assignments due every day!

I. Assignments: In your supplement, you will find descriptions of each of the assignments. Read these descriptions carefully!

1. All formal papers are to be typewritten in manuscript format (double spaced) in Word Perfect or Word. Use size 10-12 font. The video forms and the rough notes from the observations may be handwritten. Preschool lab observations can be handwritten. Assignments are due in the basket at the back of the classroom at the beginning of class.
2. **Writing in this class will be graded for content, punctuation, grammar, spelling, and word usage unless stated otherwise.** If you need assistance with your papers, contact the instructor for a referral to Student Support Services. If there are any parts of this course you need help with, please let the instructor know.
3. **Keep a copy of all assignments!** This is easy to do with a word processing program, so do it. Also keep all graded work returned until you have seen your final semester grade. In this class alone I collect nearly 1500 assignments in a class of 30. If I screw up just 1%, that's 15 assignments that are incorrectly recorded. **Keep all assignments, quizzes, tests!**
4. Be prepared daily; read your outline and see what we plan to do each day. Read your text in preparation for the day's activities. While most quizzes are in the outline, they can be given at any time regarding material from the textbook.
5. Assignments will not be accepted after 7 calendar days. Ten percent will be deducted for each day late to the 7th day.

II. Attendance

Attendance is not graded, but daily activities such as observations and quizzes are. Be in class! Quizzes and other in class activities cannot be made up.

III. 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, true/false, 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.** One test score will be dropped at the end of the semester.

IV. Lab in preschool

A preschool section will be held in conjunction with the class. You will observe children in group situations, assist the preschool teacher if needed, take notes, and do write ups of what you observe. If you miss the day of our observation, unless it is an emergency or otherwise legitimate absence, the observation can not be made up. Also, we will have three college friend days, where we will spend an hour in the preschool each time.

V. Observations

Written observations are required. There will be two typewritten papers submitted in the 5 observations. Three of the observations must be filled out on the form provided in the supplement, handwritten, and turned in following the day of the observation. You must choose one paper from childhood observations, and one paper from middle/late adulthood.

A. Childhood Observations
Infant/Toddler Observation
Elementary Observation
Adolescent Observation

B. Adult Observations
Middle Adulthood
Late Adulthood

The two typewritten papers will be graded at 35 points each, the Self-Observation at 20 points, and the handwritten observations at 15 points each. Look in your supplement for very specific directions on how to complete these assignments.

VI. Case Study

One major paper, the **Case Study** of a Preschool Child, will be written based on observation in the preschool and correlated to the content of the textbook, the lectures, and the outside sources. The case study **must be typed**. More detailed information related to this assignment is given in the supplement. Again, you must use outside sources from periodicals, an appropriate website, or other academically respected sources to substantiate your findings with your preschool child.

VII. Video Review

See the explanation sheet in your supplement on the videos. There are a number of them on reserve in the library for your viewing at your convenience, and we also have the videos in our viewing room in the EFS building. Use the **Video Review Guides** provided in your supplement to format your handwritten summary. These are short summaries and do not require the use of outside sources.

VIII. GRADING: NO EXTRA CREDIT GIVEN!

Grades will be based on the following:

Tests	20-35	@300 pts.
Written Observations	Two at 35	70 pts.
Self Introduction at	20	20 pts
Written Observations,	3 at 15 each for 45	130 pts.
Final Exam	110 points	110 pts.
Case Study	100 points	100 pts.
Preschool Observations	10 points each	80 pts.
Quizzes	4-6 pts. each	@50 pts.
Video Review Sheets	3 at 15 each	45 pts.
Total Possible Points for Course		@800 points

Final Grades will be calculated as a percentage of the total points earned as follows:

A 95-100% B+ 88-90% C+ 78-80% D+ 68-70%

A- 91-94% B 84-87% C 74-77% D 64-67%
B- 81-83% C- 71-73% D- 60-63%

Below 60 % is a failing grade. Grades will be provided individually just before midterm, and approximately every 2-3 weeks afterwards. You may want to keep track of your own grade on the self-grading sheet provided in your supplement. 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.

IX. Academic Integrity

Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class. **Don't cheat! If you are caught cheating, the instructor will throw your test away with no discussion. Remember that the student conduct code permits the instructor to recommend that you be dismissed from the college completely for cheating.**

X. Class Policies and Notes

A. Disruptive behavior in class may also lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the teacher's ability to teach or the learning of other students. You will be notified of your withdrawal in this way:

1. A verbal request to comply with behavioral expectations of the class.
2. One written 'warning' informing you that you have not made the required behavioral adjustment.
3. Administrative withdrawal.

B. WITHDRAWAL FROM CLASS

Remember, if you must withdraw from this class for any reason, it is **your responsibility** to make this withdrawal official by completing paperwork at the registrar's office. Be sure not to miss the withdrawal deadline, or you will take a grade in this class regardless of whether you attend or not.

C. Another reminder: if you need help in class, please let me know. This is a class you can do well in! It'll take effort, but you can succeed.

D. If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.

E. Drop in tutoring is a service provided all registered Dixie State College Students and is available for all subjects. Students can take advantage of this service by accessing the following web site

<http://dsc.dixie.edu/tutoring/index.htm>

F. The Writing Center in the Browning Learning Center, Rm. 105, for help with writing skills such as brainstorming, revising, and editing.

G. Online Writing Center <http://dsc.dixie.edu/owl/>

H. Val A. Browning Library 24/7/365 Chat! <Http://library.dixie.edu/>
Click on "help" at the extreme right; also you can get personal help from