

Syllabus

**WSU Department Name**

Child and Family Studies

**WSU Course Number & Listing**

CHF SS/DV 1500: Human Development (3 Credit Hrs.)

**High School**: Northridge High School

**WSU Concurrent Adjunct Instructor:** Saralyn Lucas

**High School Course Name:** CE Human Development

**School Year:** 2019-2020

**(Attention**: Contact the College or University you wish to attend to make sure that these Concurrent Enrollment courses will meet your goals for fulfilling General Education requirements or will count toward your chosen major).

**Concurrent Adjunct Instructor’s Office Hours**

During Tutorial and After School

**Concurrent Adjunct Instructor’s phone and email**

(801) 402-8622

slucas@dsdmail.net

**Prerequisite High School Courses if any**

None

**Textbook:** Kathleen Berger, Invitation to the Life Span, Worth Publishers, 4th Edition ISBN 978-1-319-14064-9

**Overview:** (From the University Catalog) CHF 1500 is a survey course addressing the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application.

**Course Learning Units and Learning Topics Covered in Each Unit**

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| Unit 1: The Science of DevelopmentDefining development.Social and cultural influences on expectations and understandings of development.Multi-directional, multicontextual, multicultural, and multidisciplinary components of understanding development. Theories of development.Using the scientific method to study development (research methods, ethics and challenges relating to developmental research). Genetic and environmental influences shaping prenatal development. |
| Unit 2: The First Two YearsPhysical, cognitive, and social development in the first two years. Health and wellness (immunizations, nutrition). Infant/toddler cognitive development and language. Theories of development relating to infancy and toddlerhood (cognitive theory, systems theory, and attachment).  |
| Unit 3: Early ChildhoodPhysical, cognitive, and social/emotional development early childhood.Brain development and cognition (Cognitive Development Theory--Piaget). Language development within social contexts (Vygotsky).Early childhood education.Emotional development and self-regulation.  |
| Unit 4: Middle ChildhoodPhysical growth and development.Cognitive development and academic learning.The influence of families and parenting on children's cognitive, social, and emotional development.The role of peers in shaping development in middle childhood. |
| Unit 5: AdolescencePhysical, social, and psychological processes relating to puberty.Identity development.Sexuality and social development. Depression and substance abuse in adolescence. |
| Unit 6: Adulthood Cultural and economic influences and expectations for emerging adulthood.Identity, intimacy, and generativity.Aging and senescence.Families, work, and stress. |
| Unit 7: Late AdulthoodSociety and cross-cultural views of aging.Physical, cognitive, and social changes in late adulthood.Families and social networks.Death and dying--hospice care and bereavement. |

**Learning Outcomes:** Through successfully participating in this course, you will:

1. Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.

2. Know and apply the basic theories guiding the study of human development including psychoanalytic, cognitive/learning, and humanistic theories.

3. Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.

4. Demonstrate the ability to use human development knowledge by understanding principles of change over time in order to appropriately provide guidance and support to people at various stages of the life course.

5. Understand the personal, family, school, community, and cultural influences on human development through analysis and application of research, theories, and concepts.

6. Develop an awareness of, and appreciation for, diversity including individual, family, community, national and cultural diversity.

**Signature Assignment**: This course is part of the WSU General Education program. GE courses introduce students to academic disciplines through important “big questions” (BQ). At their core, “big questions” provide students the opportunity to integrate and apply their knowledge of the discipline to address a significant, personal, social, or professional issue. GE courses also introduce students to underlying foundational knowledge and intellectual tools that run through all academic areas and are part of the ongoing preparation to address real world problems.

All WSU General Education courses have “signature assignments” (SA) that require you to integrate and apply course content to address a big question with, for instance, critical or creative thinking, problem solving, or analysis. Signature assignments 1) will address a specific audience, 2) will tackle personal, social, or a professional question or issue, and 3) will integrate and apply course content through the use of 4) intellectual tools.

You are enrolled in the WSU General Education course CHF 1500 which is designed to tackle the following big question (BQ) “How can human development theories be used to improve my understanding of myself and increase my compassion towards others?” through the signature assignment (SA) ***Theoretical Application Paper:*** ***Ecological Theory***. More detailed information about the signature assignment for this course will be given at later date and will be available on Canvas.

**Outcome Assessment:** Your learning and understanding of course information will be evaluated using multiple choice exam questions, brief writing assignments requiring synthesis and critical analysis of experiences relating to human development themes, and supplemental learning activities conducted in and out of the classroom.

*Examinations (45% of grade):* There will be five tests, one after each of the five units. These tests will be comprised of 50 questions each. These will be given using the Chi-Tester system (1,2,3,5).

*Writing Assignments (20% of grade):*

* Cohorts writing assignment (1)
* Signature assignment (1,2,3,4,5,6)
* Seven written observation interpretations (1,2,3,4)
	+ Students are required to observe, describe, and interpret developmental principles at various age levels (Infancy, Toddlerhood, Preschool, Middle Childhood, Adolescents, Adulthood, and Late Adulthood), and to apply developmental and research concepts in their writing.

*Learning Activities and Videos (15% of grade):* There will be a number of in-class and out-of-class learning activities given across the semester, to solidify and extend your learning in this course. Videos will be viewed in class and short written summaries will be required as you analyze what you see. If you miss a video you may come in after school to make arrangements to view the video (1,2,3,4,5,6).

*Oral presentations (10% of grade):*Follow guidelines given in class for presentations and be prepared on date assigned.

* Developmental Theorist Presentation (2, 5)
* Preschool & Adulthood Presentation (4,5,6)

*Class Participation (10% of grade):* Much of the learning from this course comes from class participation, which means that you must attend class in order to learn. Excessive absences, more than 6 for the semester (school excused absences do not count), will result in incremental grade reductions. Class participation points will be calculated at the end of the semester.

**Evaluation (Grading Scale):** The following grade scale will be used for this class:

93-100% = A 90-92% = A- 87-89% = B+ 83-86% = B

80-82% = B- 77-79% = C+ 73-76% = C 70-72% = C-

67-69% = D+ 63-66% = D 60-62% = D- <59% = E

**Attendance and Citizenship:** Class time will be focused on discussion, peer interaction, video, and will be difficult to make-up. Students are expected to be in class, on time, and prepared with required materials. When a student has 4 or more absences and/or 4 or more tardies per term, they will receive a U for their Citizenship Grade. Students who copy or cheat (this includes plagiarism) will be given no credit on the assignment, will receive a U for the term, and WSU will be notified, and College Credit will be jeopardized. I believe students are capable of behaving and showing respect to others, and that following classroom rules facilitates a warm and productive environment. I follow all of the school guidelines as outlined in the student handbook. Cell phones and electronic devices must be turned off and put away. Also, you are required to follow the school dress code.

**Late Work:** Turn all assignments in on time. Please use Tutorial time to get any make-up work completed. Special exceptions will apply depending on a student’s individual circumstances. Students will receive 2 late work vouchers each term. Full credit will be given to assignments accompanied by a valid class voucher; so use them wisely. Late work vouchers cannot be used on the Signature Assignment. This will be given a specific due date and will not be accepted late for any reason. **All other late assignments will be given ½ credit.** Extra credit will be given if they are not used. Students will be responsible for late vouchers; they will not be replaced if lost.

**Academic Integrity (PPM 6-22 IV D):** Please be sure that all outcome assessments (examinations, learning activities, and HD Encounter papers) reflect your own work. Cheating (e.g., copying or transferring information about test questions and/or answers) and plagiarism (e.g., turning in work created by someone else as your own or citing the ideas of others without giving proper citation credit) is dishonest and contrary to the goals of a university education geared toward developing independent learners and responsible citizens. If I have reason to suspect a breach of academic integrity, I am obligated to report the incident to the department for an investigation into the occurrence and if evidence of dishonesty is found, the case will be referred to the Dean of Students. In addition, those involved in the breach of academic integrity will receive a “0” for the test or assignment and will not be allowed to make up the points. In extreme cases, you will receive a failing grade for the course. In short: Please be honest.

**University Closure Policy:** In case of a university wide closure lasting more than three days, the class will continue through the CANVAS online learning page for this course. While some modifications to the course may be needed, the course objectives and outcome assessments will remain intact.

**Disability Accommodation:** “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.” Weber State University Concurrent Enrollment students who have a pre-established 504 Plan or IEP may continue using the accommodations established therein during CE courses, provided that the accommodations have proven effective and are reasonable fora university level course. Faculty, staff, parents, and students may contact WSU Disability Services at any point to discuss or verify accommodations for CE classes. CE students should discuss their accommodation needs with faculty as soon as possible. Most questions or situational issues can be discussed and subsequently resolved to meet the students’ needs. Students should provide faculty with written (print or email) requests of accommodations for their approved 504 or IEP plan.

**Outline of Course Content:**

**INTRODUCTION TO CLASS AND SYLLABUS (Week 1)**

* Introduction/Syllabus
* Handprint/Childhood Memory
* Pretest

**Unit 1: DEVELOPMENT AND THEORY (Weeks 2-5)**

* Read: CHAPTERS 1 and 2 Science of Development and Genes/Prenatal Development
* Cohort Writing Assignment
* Developmental Theorist Oral Presentation
* TEST UNIT 1

**Unit 2: THE FIRST TWO YEARS (Weeks 6-7)**

* Read: CHAPTERS 3 and 4 The First Two Years: Body and Brain and Psychosocial Development
* Infant and Toddler Observation

**Unit 2: EARLY CHILDHOOD--PLAY YEARS (Weeks 8-9)**

* Read: CHAPTERS 5 and 6 Early Childhood: Body and Mind and Psychosocial Development
* Preschool Observation
* Preschool Group Activity/Presentation
* TEST UNIT 2

**Unit 3: MIDDLE CHILDHOOD (Weeks 10-11)**

* Read: CHAPTERS 7 and 8 Middle Childhood: Body and Mind and Psychosocial Development
* Middle Childhood Observation

**Unit 3: ADOLESCENT YEARS (Weeks 12-14)**

* Read: CHAPTERS 9 and 10 Adolescence: Body and Mind and Psychosocial Development
* Adolescent Observation
* Signature Assignment
* TEST UNIT 3

**Unit 4: EMERGING ADULT – ADULTHOOD (Weeks 15-17)**

* Read: CHAPTERS 11, 12, and 13 Emerging Adult and Adulthood: Body and Mind and Psychosocial Development
* Emerging Adulthood Panel/Reflection
* Adulthood Interview & Collage
* TEST UNIT 4

**Unit 5: LATE ADULTHOOD – Death and Dying (Weeks 18-19)**

* Read: CHAPTERS 14, 15 & Epilogue Late Adulthood: Body and Mind and Psychosocial Development and Death and Dying
* Late Adulthood and Death and Dying Articles
* Late Adulthood Observation
* TEST UNIT 5