



PRAIRIE VIEW
A&M UNIVERSITY

PVAMU Course Syllabus

Human Development: Life Span HDFM 2553 Z05

Department of Agriculture, Nutrition, and Human
College of Agriculture and Human Sciences Ecology

Course Abbreviation and Number: HDFM 2553 Z01

Instructor Name: TeneInger Abrom Johnson, MS

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Office Hours: ONLINE

Monday 4p-5p | Tuesday 11:30-12:20 and 2p-3p | Wednesday 3-5 | Thursday 2-4

Course Location: ONLINE

Class Meeting Days & Times: ONLINE

Catalog Description:

The dynamic processes of co-development of the individual from conception to senescence in physical, sensory, intellectual, emotional, and social development. Patterns of self-development with a focus on the interaction between and among individuals.

Course Goals:

An examination of the dynamic processes of human development from conception to senescence in physical, sensory, intellectual, emotional, and social development. The course studies the influence of family and society on individual development in each stage of the lifecycle. Lifespan development is fundamentally about change over time; as such the general theme for this course is to consider how, why, and if people change. We will discuss psychological issues related to stages of the lifespans from infancy to old age, primarily exploring elements of cognitive and social development with some discussion of physical development where relevant.

Required Text:

Kail, R.V. & Cavanaugh, J.C. (2016). *Human Development:*

Life Span View. 7th or 8th Ed. Boston, MA: Cengage Learning.

ISBN-13: 978-1-305-1164-1



Cengage Unlimited (If you have another class that is using Cengage. You are able to use that resource).
There are a limited, quantity of these required books available in PVAMU's bookstore. You may also purchase all books via Amon.com.

Text: American Psychological Association. (2020). *Publication Manual of the American Psychological Association.* 8th Ed. New York, NY: Psychological Association

ISBN-13: 978-1433805615

Access to Learning PVAMU Library: Resources: phone: (936) 261-1500;

web: <https://www.pvamu.edu/library/> University Bookstore: phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**If you are experiencing any trouble with your E-Courses or Turn It In, please call the
IT CALL CENTER @936-261-2525**

Course Evaluation Methods

Given prior notice, the contents of this syllabus and class assignment are subject to change at instructors' discretion. If you have any questions or need assistance, please feel free to contact your instructor.

Grading Matrix

Instrument	Value (points or percentages)	Total
Attendance/Participation	5 points per face-to-face class	75
Individual Project	1x100	100
Discussion Questions	3 @50 pts each	150
Assignments	10@25 points each	250
Exams	2 @ 100 points each	200
Midterm Exam	100	100
Final Exam	100	100
Total:	100%	975

Grade Determination:

A = 1075-900

B = 899-750

C = 749-500

D = 499-200

F = 199-BELOW

COURSE OBJECTIVES

At the end of this course, the student will:

Obj. #	Objective	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Demonstrate knowledge of the foundation (heredity, prenatal development, infancy, the early childhood of development and the interrelationship among the physical world and the cognitive and socioemotional characteristics of early childhood.	Technical writing APA style in research –A connection between theory and practice, laboratory work T	CA #3
2	Demonstrate an awareness of the relationship between individual application of cognitive, physical, and socioemotional characteristics of growth and development varied environmental settings.	Provide both a theoretical and empirical foundation that enables students to become knowledgeable and critical interpreters of information about growing, development and needs of individuals T	CA#1
3	Demonstrate use of analytical decision-making strategies correlated with the physical, cognitive, socio-emotional (personality and relationship development)	Provide discussions and examples of the blend of basic and applied research as well as current critical topics and issues that demonstrate the connections between theory and practice R	CA # 3, #5

4	Demonstrate synthesis and integration of knowledge of the adulthood with varied earlier stages of development	Provide a comprehensive account that fosters understanding of human development across the lifespan R	CA #1
5	The students should be able to demonstrate an ability to articulate a comprehensive and integrative summative understanding of the various stages of human development throughout the lifespan and relate varied developmental stages to an identified significant and/or a career choice	Provide a blend of basic and applied research as well current critical topics and issues that demonstrate the connections between theory and practice, laboratory work and life. I	CA #1-5

T- Taught

R- Reinforced

I-Intergrated

Submission of Assignments and Late Work:

Please submit all assignments, exams online within the assigned date and time period through E-Courses ONLY. Assignments are to be turned in by **11:59 pm** on the date it is due—No exceptions! Exams “will not be reopened” or “reissued.” Any assignments submitted late will **lose 10% (10 points) of the possible grade.**

COURSE OUTLINE

Chapter/Topic	Activities ¹ /Exams ³	Points
START HERE	Introductions	50
<p style="text-align: center;">Module One Chapters 1 and 2 The Study of Human Development and Biological Foundations: Heredity, Prenatal Development, and Birth</p>	<ol style="list-style-type: none"> 1. Review: Module 1 Lecture Presentation 2. Read: Chapter 1 and 2 in your textbook 3. Discuss: Developmental Issues 4. Complete: Consider Development Assignment 5. Video: The Study of Human Development 	25 25
<p style="text-align: center;">Module Two Chapters 3 and 4 Tools for Exploring the World: Physical, Perceptual, and Motor Development and The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood</p>	<ol style="list-style-type: none"> 1. Review: Module 2 Overview and Outlines 2. Read: Chapter 3 and 4 in your textbook 3. Video: Life's Greatest Miracle 4. Complete: Life's Greatest Miracle Worksheet 5. Exam: Take Exam One 	25
<p style="text-align: center;">Module Three Chapter 5 Entering the Social World: Socioemotional Development in Infancy and Early Childhood</p>	<ol style="list-style-type: none"> 1. Review: Module 3 Lecture Presentation 2. Read: Chapter 5 in your textbook and Infants' and Toddlers' Television Viewing and Language Outcome Article by Linebarger and Walker 3. Complete: Assignment 4. Watch: Children's shows as directed by assignment 	25

<p>Module Four Chapters 6 and 7</p> <p>Off to School: Cognitive and Physical Development in Middle Childhood and Expanding Social Horizons: Socioemotional Development in Middle Childhood</p>	<ol style="list-style-type: none"> 1. Review: Module 4 Overview of chapters 2. Read: Chapters 6 and 7 in your textbook 3. Complete: Daycare handout 4. Exam: Take MIDTERM 	<p>25</p> <p>100</p> <p>100</p>
<p>Module Five Chapters 8 and 9</p> <p>Rites of Passage: Physical and Cognitive Development in Adolescence and Moving into the Adult Social World: Socioemotional Development in Adolescence</p>	<ol style="list-style-type: none"> 1. Review: Module 5 Overview of chapters 2. Read: Chapters 8 and 9 in your textbook 3. Complete: Adolescent Handout 4. Watch: <p>The Teenage Brain Explained (Links to an external site.). (2014). 10 minutes. Available on YouTube.</p> <p>Eating Disorders from the Inside Out: Laura Hill at TEDxColumbus (Links to an external site.). (2012). 19</p> <p>Ms. Kimberly Gay <i>Building a search strategy, evaluating resources, citation styles, and identifying subject-specific databases.</i></p> <p>Research Paper Due (Task Stream) by 11:59 PM¹</p>	<p>25</p> <p>100</p>

<p>Module Six Chapters 10 and 11</p> <p>Becoming and Adult: Physical, Cognitive, and Personality Development And Being with Others: Forming Relationships in Young and Middle Adulthood</p>	<ol style="list-style-type: none"> 1. Review: Module 6 Overview of chapters 2. Read: Chapters 10 and 11 in your textbook 3. Complete: Dating Violence Handout 4. Watch:https://www.youtube.com/watch?v=De2D2Sa0y68 5. Exam: Take Exam 3 	<p>25</p>
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<p>Module Seven Chapters 12 and 13</p> <p>Work, Leisure, and Retirement and Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood</p>	<p>Review: Module 7 Overview of chapters</p> <ol style="list-style-type: none"> 1. Read: Chapters 12 and 13 in your textbook 2. Complete: Habits Handout 3. WATCH: The Toll That Caring for Elderly Parents Can Take 	25
<p>Module Eight Chapters 14 and 15</p> <p>The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues and Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues</p>	<ol style="list-style-type: none"> 1. Review: Module 8 Overview of chapters 2. Read: Chapters 14 and 15 in your textbook 3. Complete: Alcoholism Handout 4. Watch: https://www.youtube.com/watch?v=ztidMua_bmw (Links to an external site.) Alcoholism the Destroyer of Lives https://www.youtube.com/watch?v=QDYREXnQiaU 	25
<p>Week Nine Chapter 16 Dying and Bereavement</p>	<ol style="list-style-type: none"> 1. Review: Module 9 Overview of chapters 2. Read: Chapter 16 in your textbook 3. Discuss: Bucket List and respond to peer 4. Complete: What does my Dash Say Assignment 	25 25

	5. Watch: Bucket List Trailer 6. Exam: Take EXAM 4 and FINAL	100/200
MODULE Ten MAKE UP TIME	<p style="text-align: center;"> Make-Ups and Break OUT <i>Have and AMAZING CHRISTMAS AND A JOYOUS NEW YEAR</i> </p>	

TASK STREAM ASSIGNMENT

This course requires you to use a *TaskStream* account for uploading your critical assignment for the SACS purposes. P University adopted *Taskstream* as its official Assessment Management System. *Taskstream* will be used with advancing educational excellence using a web-based assessment tool to enhance continuous improvement steps:

- Define- Document and map learning outcomes
- Plan- Create plans that demonstrate how outcomes will be measured and define targets for those
- Implement- Gather data using appropriate methods and instruments
- Analyze- Critically examine implementation results for areas of success and needed improvement. previous improvement actions to “close the loop”.
- Utilize- Identify improvement initiatives and create action items

Any other questions regarding *Taskstream*, please go to <https://www.pvamu.edu/dlearning/taskstream-for>

Please sign up for an account in the first week of the class.

Journal Articles¹ – You will be responsible for annotating five empirical journal articles (one page or less). An annotated journal is descriptive and critical; it will expose the author’s point of view, clarity, and appropriateness of expression and authority. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the source that you will eventually cite in your team research paper. Your annotations will include some or all of the following information;

- Main focus or purpose of the work
- Intended audience of the work
- Usefulness or relevance to your research topic,
- Special features of the work that was unique or helpful,

- Background or credibility of the author
- Conclusions or observations reached by the author
- Conclusions or observations reached by you

Additional Resource: <https://writingcenter.unc.edu/tips-and-tools/annotated-bibliographies/>

Additional Resource: www.grammarly.com

Additional Resource: <https://owl.english.purdue.edu/owl/>

Research Paper¹ – On the first day of class, you will be randomly assigned a team. This will be the group you remain with during the entire semester. You will be responsible for deciding on a topic for a joint research paper. The topic must be related to the topics covered in your required textbook. Your final paper must include a minimum of 25 references, submitted in APA format; double-spaced, 12pt font, Times New Roman, single-sided with a cover page and a reference list. Your paper should be a minimum of 10 pages and to not exceed 15 pages. This number does not include your cover page or reference list. You will receive a rubric to provide you guidance as you develop your final document.

Additional Resource: <https://owl.english.purdue.edu/owl/>

Additional Resource: www.grammarly.com

Activities¹ – You are required to participate fully in all class activities. On occasion, your professor will develop activities for you to help you understand the material more fully. This could include TedTalk/EdTalk/MindTap viewings, video quizzes and discussion questions, guest lectures, book or journal article review, team building activities, critical thinking activities, and polling.

Class Participation¹ – Student’s daily attendance and participation in class discussions are designed to supplement and emphasize the Life Span’s course core objective while enhancing intercultural competence, knowledge of civic responsibility and the ability to engage successfully on a regional, national and global level. It is required that all students engage in meaningful dialogue related to the course material. Also, you may receive occasional homework assignments.

Midterm²: Your midterm exam will be taken in class. This exam will include multiple choice and open-ended questions. You will be allowed 90 minutes to complete the exam.

Exams³ – a Written test designed to measure knowledge of presented course material. The quiz will consist of 50 questions (Multiple Choice) and two bonus questions (open-ended).

Additional Resource: <https://writingcenter.unc.edu/tips-and-tools/abstracts/>

Additional Resource:

<https://owl.english.purdue.edu/owl/>

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. APA Style is required for all documents (i.e., Font; 12 pt. /Times New Roman, Double Space, etc.). Please note that former students have experienced technical difficulties with uploading their assignments to E-Course using their Mac Book devices. If you are using this device be proactive and upload early in the event that you would need IT support. Additional Resource:

<https://owl.english.purdue.edu/owl/>

Exam Policy

Exams should be taken as scheduled. **No makeup examinations will be allowed** except for documented emergencies only (**See Student Handbook**).

Professional Organizations:

AAFCS American Association of Family and Consumer Sciences

AERA American Education Research Association

HAMFT Houston Association for Marriage and Family Therapists
 AMFT American Association for Marriage and Family Therapy
 TAMFT Texas Association for Marriage and Family Therapy
 IFTA International Family Therapy Association
 National Council of Family Relations
 American Family Therapy Academy
 American Counseling Association
 Houston American Counseling Association
 Texas Counseling Association
 AMHCA American Mental Health Counselors Association
 Houston LPC Association
 National Association for the Education of Young Children
 National Association of Child Advocates
 National Association of Family Childcare
 National Black Child Development Institute
 National Education Association
 National Even Start Association

Student Organizations:

DELTA KAPPA The International Marriage and Family Therapy Honor Society

Professional Journals:

The following journals and related reference materials are noted to guide supplemental reading and as potential

sources of data for the final project:

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| American Journal of Psychology | Journal of Clinical Psychology |
| American Journal of Psychiatry | Journal of Early Adolescence |
| American Psychologist | Journal of Extension |
| Behavior Modification | Journal of Family and Consumer Sciences |
| Behavior Therapy | Journal of General Psychology |
| Cognitive Psychology | Journal of Gerontological Social Work |
| Clinical Psychology | Journal of Gerontology |
| Review Child Development | Journal of Humanistic Psychology |
| Child Psychology & Psychiatric Review | Journal of Marital & Family Therapy |
| Child Psychiatry & Human Development Child Study Journal Cognition & Emotion | Journal of Personality |
| Contemporary Psychology Cognitive Development Cognitive Psychology Counseling | Journal of Personality & Social Development |
| Psychologist Creative Child & Adult Quarterly | Journal of Personality & Social Psychology |
| Death Studies Developmental Psychology Elementary School Guidance & Counseling | Journal of Psychology |
| Family Relation | Journal of Research in Personality |
| Family Therapy | Journal of School Psychology |
| Feminist Studies | Journal of Social and Clinical Psychology |
| Gerontologist Health | Journal of Social Psychology |
| Psychology Journal of Abnormal Child | Marriage & Family Review |
| Psychology Journal of Abnormal Psychology | Personality & Social Psychology Bulletin |
| Journal of Adolescence | Psychological Bulletin |
| Journal of Applied Development Psychology | Psychological Reports |
| Journal of Applied Psychology | Psychological Review |
| Journal of Applied Social Psychology | Psychology in the Schools |
| Journal of Child Psychology & Psychiatry & Allied Disciplines | Psychology of Women |
| | Psychology of Women Quarterly |
| | Psychology Today |
| | Research on Aging School of Psychology |
| | Review Sex Roles |

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Contact X3583 or X3585 for assistance.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own work submitted for credit. Failure to identify information or essays from the Internet or other published/non-published resources and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook):

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy¹:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or assigned an "F." Absences are accumulated beginning with the first day of class. Please note: your attendance is a major component of your grade.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure

listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Support:

Students should call the Prairie View A&M University Helpdesk at **936-261-2525** for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at **936-261-3290** or **936-261-3282**

Communication Standards:

All emails will receive a response from the instructor within 24 hours.

You can send an email anytime that is convenient for you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of the email. Also, I will provide additional communication options which will include **Webex**® (virtual meetups) and **GROUPME**® (texting app accessible from your desktop and your mobile devices). You are not required to use these modes of communications, but it is offered as a more convenient way to communicate and receive real-time feedback.

MY Expectations

To gain maximum benefits from this course, you should

- 1) Participate fully in class by
 - reading assigned material **before** class sessions (empirical articles and assigned chapters)
 - attending class regularly
 - contributing meaningfully to class discussions (discussion questions are designed to help you)
- 2) Take responsibility for your own learning by
 - relating course content and projects to your own professional interests
 - monitoring your own understanding
 - seeking clarification and assistance when necessary (Ask questions; if I'm the only one talking then I'm the only one who will be learning)
- 3) Demonstrate respect and consideration for others by
 - listening when others are speaking
 - being present for the entire class period
 - responding to your classmate's emails/text (Every student in your class will have a different level of understanding and learning. Your classmate may reach out you for help because they may recognize that you are understanding and articulating the class material with ease. Please be responsive. If you are not able to help, please be humble enough to let them know).

The requirement for dress attire in class: Males and females will be required to remove their caps and hats; absolutely no "Doo-Rags" allowed in the classroom setting, no pajamas, no head rags (except for Traditional Cultural Attire), Please! Don't forget that you are college students.

Males and females are required to wear their pants above their buttocks; Females are asked to cover themselves up top and below. No exceptions!

Before students enter our learning environment turn off your cell phones, iPods, and other electronic devices. During exams, no cell phones or electronic devices (this includes "earphones") are allowed in the classroom. Please!!

Additional resources:

<https://getkahoot.com>

Game-based learning platform must be downloaded to your smart device (laptop, mobile phone, iPad, etc.)

<https://www.ted.com/talks>

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).

www.cengagelearning.com www.cengagebrain.com

Supplemental resources to assist you with mastering the material found within your Human Development: Life Span text.