

COURSE SYLLABUS

Course Title: Human Development: Life Span

Course Prefix: HDFM

Course No.: 2553 **Section No.:**

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

Instructor Name: Elizabeth N. Noel, PhD
Office Location: Delco #120 to #133
Office Phone: 936-261-1589
Fax: 936-261- 3529
Email Address: ennoel@pvamu.edu
U.S. Postal Service Address: Prairie View A&M University
P. O. Box 519 - Mail Stop #2800
Prairie View, TX 77446

Office Hours: By Appointment ONLY
Virtual Office Hours: 5:00 pm – 8:00 pm Tuesday via Email

Course Location: May Hall, Room 127
Class Meeting Days & Times: Thursday, 5:00 pm – 7:50 pm

Course Description: An examination of the dynamic processes of human development from conception to senescence in physical, sensory, intellectual, emotional, and social development. Patterns of self-development with emphasis on the interaction between and among individuals are also examined.

Prerequisites: NONE
Co-requisites: NONE
Required Text: Kail, R.V. and Cavanaugh, J.C., (2013). Human Development: A Life-Span View. 6th Ed. Belmont, CA: Wadsworth Publishers.
OR
Kail, R.V. and Cavanaugh, J.C., (2010). Human Development: A Life-Span View. 5th Ed. Thomson Wadsworth Publishers.

Recommended Text/Readings: As specified during course implementation.

Access to Learning Resources: PVAMU Library: phone: (936) 261-1500;
Web: <http://www.pvamu.edu/pages/3585.asp>

University Bookstore: phone: (936) 261-1990;
Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Overview/Goals: Growth and development of the individual from conception through senescence with a view on the influence of family and society on individual development at each stage of the life cycle is the primary focus of this course. Lifespan development is fundamentally about change over time. The general theme for this course is to consider how, why, and when people change during their lifespan.

Theoretical and empirical perspectives on the lifespan will be integrated throughout the course. Discussions will focus on both chronological and topical approaches to development with an emphasis on psychological issues related to the stages of lifespan development from infancy to old age. The course is an exploration of the elements of cognitive/intellectual, social/emotional development, and physical development.

The goals of this course are to:

- 1) provide a comprehensive account that fosters understanding of human development across the life span;
- 2) provide both a theoretical and empirical foundation that enables students to become knowledgeable and critical interpreters of information about growth, development, and needs of individuals; and
- 3) 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, laboratory work and life, and the dynamic science of human development at different stages of the life span.

OUTCOME EXPECTATIONS: Upon completion of the course, the student will demonstrate mastery in each of the following outcome areas at the 70th - 75th percentile or greater.

- 1) **CRITICAL THINKING** - demonstrate knowledge of the foundation (heredity, prenatal development, infancy, early childhood) of development and the inter-relationship among the physical world and the cognitive and socio-emotional characteristics of early childhood;
- 2) **SOCIAL RESPONSIBILITY** - demonstrate an awareness of the relationship between individual application of cognitive, physical and socio-emotional characteristics of growth and development in varied environmental settings;
- 3) **EMPIRICAL QUANTITATIVE SKILLS** - demonstrate use of analytical decision-making strategies correlated with the physical, cognitive, socio-emotional (personality and relationship development) characteristics of development in this stage through problem-solving simulations;
- 4) **CRITICAL THINKING** - demonstrate synthesis and integration of knowledge of the physical, cognitive, mental, psychological, relationship characteristics of late adulthood with varied earlier stages of development;
- 5) **COMMUNICATION** - demonstrate the ability to articulate a comprehensive and integrative summative understanding of the various stages of human development throughout the life span and relate varied developmental stages to an identified major and/or a career choice.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Examinations – there will be five multiple choice tests consisting of 100 questions each (exam five is the final exam for the course); covering information included in all four major units of the course. The empirical and qualitative skills, communication, critical thinking and social responsibility core objectives will be stressed in the combination of exams. Written exams are utilized to measure knowledge of course materials of subject matter throughout the study of human development.

Empirical and Quantitative skills, communication and critical thinking objectives will be stressed in a final comprehensive project. This will be a research based activity with a 10-page limitation excluding the cover and reference pages and **MUST** be typed and follow the format of the American Psychological Association (APA Style). For example, the research paper will be used to assess student's ability to properly conduct, organize and cite research sources as well as a student's ability to weigh the weaknesses and strong point of evidence presented in different source materials. Empirical and quantitative core objective skill are stressed and will include the manipulation and analysis of numerical data or observable facts in order to make informed assumptions.

Assigned Worksheets – written presentations designed to reinforce course discussions and readings and support comprehension of course materials. The critical thinking, communication and personal responsibility core objectives will be stressed in these assignments. For example, the discussion of recurring issues and basic forces in human development will be used to assess student's ability in critical thinking and social responsibility core objective as tools for exploring the world: physical, perceptual and motor development of individuals.

Class Activities/Discussions – the communication and social responsibilities core objectives will be emphasized in oral and/or written presentations. These assignments are designed to enhance students understanding of the material and to stimulate class discussion, supplement and reinforce course materials.

Grading Matrix

Instrument	Value Points	Total
Examinations; Exam 5 is the Final Exam	5 @ 100 points each	500
Assignments/Worksheets	5 @ 100 points each	500
Class Activities	5 @ 50 points each	250
GRAND TOTAL	15 items = 100% effort	1250

The final grade will be determined by adding the total points earned on each instrument of evaluation, divided by the total number of evaluations. **The grading scale for determination of letter grades is as follows:**

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D
59 & Below = F

Course Procedures

Examinations. All examinations will be announced during class the week prior to the administration of the examination. Make-up exams will be provided as an exception, not as a rule, based on presentation of documentation of the reason for missing the scheduled exam within the guidelines outlined in the Student Handbook.

The **Final Exam** is a comprehensive assessment of learning outcomes and will be administered on the designated date as scheduled by the University.

Submission of Assignments and Class Activities. Assignments and class activities should be submitted on the designated date. All assignments shall be submitted in typed form unless otherwise designated. The dates for all assignments, exams, and in-class activities are noted on this syllabus. When necessary, guidelines for an activity will be provided at the time of the assigned activity in a separate document. Class attendance and participation is important. In-class activities do not have a make-up option. Each activity will be assigned and completed during a designated class period.

Submission of Assignments through eCourse. Assignments, Papers, Exercises, and Projects will be distributed during a designated class period. All assignments must be submitted following the identified format. When and if online submissions are required, directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Projects. A final comprehensive project, when and if required, will be submitted three-weeks prior to the completion of the course. The project will be a research based activity with a 10-page limitation excluding the cover and reference pages and **MUST** be typed and follow the format of the American Psychological Association (APA Style).

References. The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for a research project/paper.

Popular Parents' Magazines

Baby	Child	Family Life
Fit Pregnancy	Junior Parents	Parenting

Popular Children's' Magazines

Cricket	Highlights	National Geographic World
Nickelodeon	Sesame Street Spider	Sports Illustrated for Kids

Journals Relevant to Life Span Human Development

American Journal of Psychology	American Journal of Psychiatry
American Psychologist	Behavior Modification
Behavior Therapy	Cognitive Psychology
Clinical Psychology Review	Child Development
Child Psychology & Psychiatric Review	Child Psychiatry & Human Development
Child Study Journal	Cognition & Emotion
Contemporary Psychology	Cognitive Development
Cognitive Psychology	Counseling Psychologist

Creative Child & Adult Quarterly	Death Studies
Developmental Psychology	Elementary School Guidance & Counseling
Family Relation	Family Therapy
Feminist Studies	Gerontologist
Health Psychology	Journal of Abnormal Child Psychology
Journal of Abnormal Psychology	Journal of Adolescence
Journal of Applied Development Psychology	Journal of Applied Psychology
Journal of Applied Social Psychology	
Journal of Child Psychology & Psychiatry & Allied Disciplines	Journal of Early Adolescence
Journal of Clinical Psychology	Journal of Gerontological Social Work
Journal of General Psychology	Journal of Humanistic Psychology
Journal of Gerontology	Journal of Personality
Journal of Marital & Family Therapy	
Journal of Personality & Social Development	Journal of Research in Personality
Journal of Personality & Social Psychology	Journal of Social and Clinical Psychology
Journal of Psychology	Marriage & Family Review
Journal of School Psychology	Psychological Bulletin
Journal of Social Psychology	Psychological Review
Personality & Social Psychology Bulletin	Psychology of Women
Psychological Reports	Psychology Today
Psychology in the Schools	School Psychology Review
Psychology of Women Quarterly	
Research on Aging	
Sex Roles	

COURSE OUTLINE AND CALENDAR OF ACTIVITIES

Week 1

INTRODUCTION

Chapter One - The Study of Human Development

A discussion of recurring issues and basic forces in human development; an overview of developmental theories and issues in producing and consuming developmental research.

In-class Activity: What do you think? – Stem Cell Research. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Week 2

PART ONE: PRENATAL DEVELOPMENT, INFANCY, AND EARLY CHILDHOOD

This section includes a discussion of how genetic inheritance operates and how the prenatal environment affects a person's future development. The first two years of life is a period of rapid change in both motor and perceptual arenas. Early childhood marks the emergence of social relationships as well as an understanding of gender roles and identity. By the end of this period, a child is reasonably proficient as a thinker, uses

language in sophisticated ways, and is ready for the major transition into formal education.

Chapter Two - Biological Foundations: Heredity, Prenatal Development, and Birth

In-class Activity: What do you think? – Conception in the 21st Century. Prepare a one-half, but not more than a one-page statement of your opinion about the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Chapter Three – Tools for Exploring the World: Physical, Perceptual, and Motor Development

In-class Activity: Spotlight on Research – Specialized Face Processing during Infancy. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 3

RETURN WORKSHEET AND EXAM ONE - - Chapters 1-3.

Worksheet responses must be placed on the answer sheet and exam responses must be provided on a Scantron ONLY.

Submit responses by 5:00 pm, January 31.

Chapter Four - The Emergence of Thought and Language: Cognitive Development in Infancy, and Early Childhood

In-class Activity: Spotlight on Research – Do Infants Learn Words From Watching Infant-Oriented Media? Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 4

Chapter Five - Entering the Social World: Socioemotional Development in Infancy and Early Childhood

In-class Activity: Spotlight on Research – How Mothers Talk to Children about Gender. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

PART TWO: SCHOOL-AGE CHILDREN AND ADOLESCENTS

This section includes a discussion of the years from elementary school through high school. Family and peer relationships expand during this period and there is increased attention to work and sexuality emerges. The young person begins to learn how to face difficult issues in life. By the end of the period, a person is on the verge of legal adulthood and the typical individual uses logic and has been introduced to most of the issues that adults face.

Week 5

Chapter Six - Off to School: Cognitive and Physical Development in Middle Childhood

In-class Activity: Spotlight on Research – Phonological Representations in Children with Reading Disability. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Chapter Seven - Expanding Social Horizons: Socio-emotional Development in Middle Childhood

In-class Activity: Spotlight on Research – Evaluation of a Program to help parents and children adjust to life after Divorce. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 6

RETURN WORKSHEET AND EXAM TWO – Chapters 4-6.

Worksheet responses must be placed on the answer sheet and exam responses must be provided on a Scantron ONLY.

Submit responses by 5:00 pm

Chapter Eight – Rites of Passage: Physical and Cognitive Development in Adolescence

In-class Activity: Spotlight on Research – Adolescents Can Identify Fallacies in Arguments. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 7

Chapter Nine - Moving into the Adult Social World: Socioemotional Development in Adolescence

In-class Activity: Spotlight on Research – Why are some Boys more likely to Perpetrate Dating Violence? Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

In-class Activity: What do you think? – When Juveniles commit serious crimes, Should they be tried as Adults? Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

PART THREE: YOUNG AND MIDDLE ADULthood

During the period of adulthood and middle age, most people achieve their most advanced modes of thinking, achieve peak physical performance, form intimate relationships, start families of their own, begin and advance within their occupations, manage to balance many conflicting roles, and begin to confront aging. During these life cycle stages, individual leave their family of orientation and also experience their children leaving home. Relationships with parents are redefined and the pressures of being caught between the younger and older generations are felt. By the end of the period, most people have shifted focus from time since birth to time until death.

RETURN WORKSHEET AND EXAM THREE - - Chapters 7-9

Worksheet responses must be placed on the answer sheet and exam responses must be provided on a Scantron ONLY.

Submit responses by 5:00 pm

Chapter Ten – Becoming an Adult: Physical, Cognitive and Personality Development in Young Adulthood

In-class Activity: What do you think? – Binge Drinking on College Campuses. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Disseminate guidance for the Mid-Semester Self Study discussion paper.

Week 8

Mid-Semester Self Study

Chapter 10 served as the foundation for the personality assessment and discussion paper.

Complete an individual personality assessment using the “Big Five Personality Test”. Access the test at www.outofservice.com. **Complete**

the assessment, print your results and prepare a discussion paper that provides your analysis of the results.
Submit results and discussion paper by 5:00 pm

Week 9

SPRING BREAK

Week 10

Chapter Eleven - Being with Others: Forming Relationships in Young and Middle Adulthood

In-class Activity: Spotlight on Research – Patterns and Universals of Romantic Attachment around the world. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

In-class Activity: What do you think? – Does Marriage Education Work? Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Week 11

Chapter Twelve - Work and Leisure: Occupational and Lifestyle Issues in Young and Middle Adulthood

In-class Activity: Spotlight on Research – Cross-Cultural aspects of Teachers' Job Satisfaction. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

In-class Activity: What do you think? – Unequal Pay for Equal Work. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Week 12

Chapter Thirteen - Making It In Midlife: The Biopsychosocial Challenges of Middle Adulthood

In-class Activity: What do you think? – Menopausal Hormone Therapy. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

In-class Activity: Spotlight on Research – Is Personality in Young and Middle Adulthood Set in Plaster? Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

RETURN WORKSHEET AND EXAM FOUR – Chapters 10-12.

Worksheet responses must be placed on the answer sheet and exam responses must be provided on a Scantron ONLY.

Submit responses on a Scantron ONLY by 5:00 pm

Week 13

PART FOUR: LATE ADULTHOOD

Late adulthood represents the last decades of life. The biological, physical, cognitive, and social changes associated with aging become apparent. Although many changes reflect decline, many other aspects of old age represent positive elements: wisdom, retirement, friendships and family relationships. This section causes thought regarding the meaning of life and human development and focuses attention on consideration of death.

Chapter Fourteen - The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues

In-class Activity: Spotlight on Research – Training Persons with Dementia to be Group Activity Leaders. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 14

Chapter Fifteen - Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues

In-class Activity: What do you think? – Saving Social Security. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

Chapter Sixteen – The Final Passage: Dying and Bereavement

In-class Activity: What do you think? – The Teri Schiavo Story. Prepare a one-half, but not more than a one-page statement of your opinion about the topic as presented in the brief discussion. Discuss the foundation (the why) for the opinion you gave.

In-class Activity: Spotlight on Research – Grief Processing and Avoidance in the United States and China. Prepare a one-half page, but not more than a one-page statement of your opinion about the brief discussion. Discuss why you believe this research in human development is relevant or not. What difference does it make?

Week 15

RETURN WORKSHEET AND EXAM FIVE – Chapters 13 - 16.

Worksheet responses must be placed on the answer sheet and exam responses must be provided on a Scantron ONLY.

Submit responses by 5:00 pm

COURSE REVIEW DAY -- ALL MATERIAL PREVIOUSLY ASSIGNED, BUT NOT SUBMITTED, MUST BE SUBMITTED IN THE IDENTIFIED FORMATS by 5:00 pm.

Week 16

FINAL EXAM PERIOD

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.

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 in work submitted for credit. Failure to identify information or essays from the Internet 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 employers 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 Policy:

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 in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests 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 Considerations for Online and Web-Assist Courses**Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator version 4.61 or Microsoft Internet Explorer version 5.0/
plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet

- Proficiency in Microsoft Word
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

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 Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours. You can send email anytime that is convenient to you, but I check my email messages at least once during each 24-hour period (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 them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.