

PVAMU Course Syllabi

Human Development: Life Span HDFM 2553 P01

Department of Agriculture, Nutrition, and Human Ecology

College of Agriculture and Human Sciences

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Virtual Office

As Needed. Please Confirm

Hours:

Course Location: AG/BUSI Bldg Rm 217

Class Meeting Days & Times: W 5-7:50

Course Abbreviation and Number: HDFM 2553 P01

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.

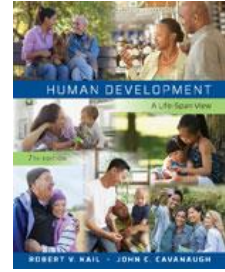
Course Goals:

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:

There are a limited quantity of these required books available in PVAMU's bookstore. You may also purchase all books via Amazon.com.

Kail, R.V. & Cavanaugh, J.C. (2016). *Human Development: Life Span View. 7th Ed.* Boston, MA: Cengage Learning.
ISBN-13: 978-1-305-1164-1



Recommended

Text: American Psychological Association. (2010). *Publication Manual of the American Psychological Association.* 6th Ed. New York, NY: Psychological Association
ISBN-13: 978-1433805615

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>

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

COURSE OBJECTIVES

At the end of this course, the student will:

Obj. #	Objective	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Apply fundamental principles of critical thinking, problem-solving, and key factors that affect rates and expression of children's mental disorder and describe how heredity, genetics, neurobiology, and social psychological dimensions are influential factors in causing mental deficits.	PLO1 PLO2	CT COM
2	Discuss the significance of children mental health today, to explain the purpose of defining psychological disorders. Students will identify the importance of outlining critical issues in abnormal childhood disorders.	PLO1 PLO2	COM CT
3	Utilize research to obtain knowledge and skills to conduct basic research, ascertain the link between research and theory and discuss and list the steps used in research.	PLO4	EQS
4	Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively within a regional, national, and global community.	PLO3	SR COM

OURSE OUTLINE

Chapter/Topic	Activities ¹ /Exams ³	Points
Week One Chapter 1 The Study of Human Development	What Do You Think?: <i>Living Longer</i> Real People Poll: <i>Nelson Mandela</i> Diversity of Development Video Quiz: <i>Genetics</i>	
Week Two	Ms. Kimberly Gay <i>Building a search strategy, evaluating resources, citation styles, and identifying subject-specific databases.</i>	5
Week Three Chapter 2 Biological Foundations: Heredity, Prenatal Development, and Birth Chapter 3 Tools for Exploring the World: Physical, Perceptual, and Motor Development	Real People Photo Share: <i>Genotype influence on environmental choices</i> Diversity of Development Video Quiz: <i>Environment</i> What Do You Think?: <i>Assisted reproductive technology</i> Diversity of Development Video Quiz: <i>Physical Development</i> Real People Poll: <i>Development of "Theory of Mind"</i> Exam 1: Chapter 1, 2, and 3 (Feb. 2) [Last day to withdraw from courses without academic Record Sept 12th] Research Journal Annotation #1 Due	5 100 25
Week Four Chapter 4 The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood	Real People Photo Share: <i>Piaget – Assimilation and accommodation</i> Diversity of Development Video Quiz: <i>Cognitive Reasoning</i> Discussion: <i>Mixtape Volume 1</i> [20th Class Day Sept 24] Research Journal Annotation #2 Due	5 25
Week Five Chapter 5 Entering the Social World: Socioemotional Development in Infancy and Early Childhood	Real People Poll: <i>Childcare arrangements</i> Investigate Development: <i>Infant Attachment</i> Diversity of Development Video Quiz: <i>Gender Segregation in Play</i> Research Journal Annotation #3 Due	5 25

<p>Week Six Chapter 6 Off to School: Cognitive and Physical Development in Middle Childhood</p>	<p>Real People Photo Share: <i>Piaget's formal-operational period – Identifying and evaluating combinations</i> Diversity of Development Video Quiz: <i>Intelligence in Middle Childhood</i> Investigate Development: <i>Learning Disabilities</i></p> <p>Exam 2: Chapter 4, 5, and 6</p>	<p>5 100</p>
<p>Week Seven Chapter 7 Expanding Social Horizons: Socioemotional Development in Middle Childhood</p> <p>Chapter 8 Rites of Passage: Physical and Cognitive Development in Adolescence</p>	<p>Diversity of Development Video Quiz: <i>Temperament</i> Real People Photo Share: <i>Unrelated or opposing traits</i></p> <p>Diversity of Development Video Quiz: <i>Intelligence in Adolescence</i> Real People Poll: <i>Motivation in Kohlberg's post-conventional level</i></p> <p>Research Journal Annotation #4 Due</p>	<p>5 25</p>
<p>Week Eight</p>	<p><i>Midterm²: Chapters 7, 8, and 9</i></p> <p>Research Journal Annotation #5 Due</p>	<p>5 25</p>
<p>Week Nine</p>	<p>RESEARCH WEEK PVAMU HOMECOMING</p>	
<p>Week Ten Chapter 9 Moving into the Adult Social World: Socioemotional Development in Adolescence</p> <p>Chapter 10 Becoming and Adult: Physical, Cognitive, and Personality Development</p>	<p>Real People Poll: <i>Super's theory of career development</i> What Do You Think?: <i>Charging juveniles as adults with serious crimes</i> Investigate Development: <i>Adolescent Drug Use</i></p> <p>Real People Poll: <i>When does one become an adult?</i> What Do You Think?: <i>Healthcare disparities in the US</i></p> <p>Research Paper Due (Task Stream) by 11:59 PM¹</p>	<p>5 5 100</p>
<p>Week Eleven</p>	<p>Real People Poll: <i>The changing lives of gay and lesbian couples</i></p>	<p>5</p>

<p>Chapter 11 Being with Others: Forming Relationships in Young and Middle Adulthood</p> <p>Chapter 12 Work, Leisure, and Retirement</p>	<p>What Do You Think?: <i>Marriage education programs</i> Investigate Development: <i>Post-divorce adjustment</i></p> <p>What Do You Think?: <i>Sheryl Sandberg & differences in how men and women approach careers</i> Real People Poll: <i>Experiencing layoff</i></p>	<p>5</p>
<p>Week Twelve Chapter 13 Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood</p> <p>Chapter 14 The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues</p>	<p>What Do You Think?: <i>Menopausal hormone therapy</i> Real People Photo Share: <i>Older adults and caregivers</i></p> <p>What Do You Think?: <i>How long do you want to live?</i> Real People Photo Share: <i>Personal creativity now and in the future</i></p> <p>Exam 4: Chapter 10, 11, 12 and 13</p>	<p>5</p> <p>5</p> <p>100</p>
<p>Week Thirteen Chapter 15 Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues</p>	<p>Real People Photo Share: <i>Proactivity in older adults</i> What Do You Think?: <i>Reforming Social Security and Medicare</i></p>	<p>5</p>
<p>Week Fourteen Chapter 16 Dying and Bereavement</p>	<p>What Do You Think?: <i>The Marlise Munoz Case</i> Real People Photo Share: <i>What is most important in life?</i> Exam 5: Chapter 14, 15 and 16</p>	<p>5</p>
<p>Week Fifteen</p>	<p>Final Oral Poster Presentation and Abstract⁴</p> <p>[Last day to withdraw from University is May]</p>	<p>100</p>
<p>Week Sixteen</p>	<p>Comprehensive Final Exam</p>	<p>100</p>

Exam 1 **Week 3**
Exam 2 **Week5**

Midterm 3 **Week 8**
Exam 4 **Week 10**
Exam 5 **Week 12**
Final Oral Poster Presentation and Abstract **Week 10 and 11**
Comprehensive Final Exam **Opens December 5th ..** Two hours to take

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.

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).

Final Oral Presentation and Abstract⁴: After several weeks of exploring various articles related to Human Development, annotating journal articles, participating in class activities and engaging in meaningful dialogue you will be required to present an oral poster presentation as your final exam (as a team). This poster must be printed and ready for presentation before the beginning of the class. You will also be required to present an abstract (100-250 words) to accompany your poster and copies to distribute to your classmate. As a team, you will contribute to

the content of the final presentation and decide on one team member to represent your team. Carefully choose carefully because your team members' preparedness and ability to articulate the thoughts and ideas of your team will have a major impact on your final grade. You are all stakeholders and should be committed to ensuring that your team members are well prepared. You will receive an oral poster presentation rubric to help prepare for the final project (You will also receive an example of a winning poster).

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

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

Grading Matrix

Instrument	Value (points or percentages)	Total
Attendance/Participation	5 points per face-to-face class	75
Journal Article Annotation	5 @25 points each	125
Midterm Exam	100	100
Exam	4 @ 100 points each	400
Research Paper	100	100
Final Oral Presentation and Abstract	100	100
Final Exam	100	100
Total:	100%	100

Grade Determination:

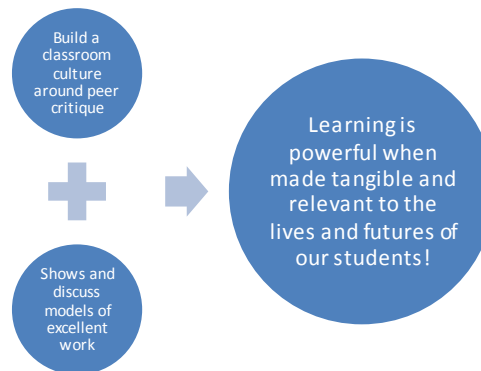
A = 1100-950

B = 949-750

C = 749-600

D = 599-400

F = 399 pts or below



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**.

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:

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

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.)

www.ratemyprofessors.com

Search for: Prairie View A&M University and Tenelnger D. Johnson

<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.