



SYLLABUS

HDFM 2553-P03 Human Development: Life Span

FALL 2018

Instructor: Minnie E. Cyrus
Section # and CRN: P03 11076
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Email Address: mecyrus@pvamu.edu
Office Hours: MW 10:00-1:00, 9:30-10:30, t 12:30-1:30 OR BY APPOINTMENT
Mode of Instruction: **FACE TO FACE**
Course Location: Agriculture & Business Building, Room 217

Class Days & Times: TUESDAY 5:00-7:50

Catalog Description: 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 life cycle. 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

Prerequisites: **NONE**

Co-requisites: **NONE**

Required Texts: Kail, R.V. and Cavanaugh, J.C., (2013) Human Development: A Life-Span View. 7th Ed. Wadsworth Publishers. ISBN 13:978-1-111-83411-1

Student Learning Outcomes:

Growth and development of the individual from conception through senescence with a view of the influence of family and society on	Program Learning	Core Curriculum
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	<p>individual development at each state of the life cycle is the primary focus of this course. Life span 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.</p> <p>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. This course is an exploration of the elements of cognitive/intellectual, social/emotional development, and physical development.</p>	Outcome # Alignment	m Outcome Alignment	
	<p>Upon successful completion of this course, students will be able to</p> <p>Demonstrate mastery at the 70th percentile or greater through a variety</p> <p>Of course embedded assessment in each of the following focal areas of</p> <p>Of the course by</p>			
1	Researching about prenatal development, infancy and early childhood.	APA style of Writing	Goal #3	
2.	Learning about school-age children and adolescents	Provide Discussion and examples	Goal # 1	
3	Researching psychologist and psychoanalysts in relation to the life-span	Provide a blend of basic and applied research	Goal 1-4	
4	Demonstrate use of analytical decision-making strategies correlated with the physical and cognitive, socioemotional development	Provide a comprehensive account that fosters understand of human development	Goal 1-5	
6	Be able to demonstrate an ability to articulate a comprehensive and integrative summative understanding of the various stages of human development throughout the life span.	Provide a comprehensive account that fosters understanding	Goal 1-5	

Major Course Requirements

Course Evaluation Methods

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

Exams – written tests and quizzes designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions

Grading Matrix *(points will vary according to instructor's grading system)*

Instrument	Value (points or percentages)	Total
Assignments	8 assignments at 10 points each	80
Papers	2 papers at 20 points each	40
Exercises	4 exercises at 15 points each	60
Quizzes	2 quizzes at 20 points each	40
Projects	2 projects at 30 points each	60
Mid Term Exam	35	35
Class Participation/ Discussion	35	35
Final Exam	50	50
Total:		400

Grade Determination:

A = 400 – 350pts;

B = 349 – 300pts;

C = 299 – 250pts;

D = 249 – 200pts;

F = 199pts or below

OR GRADING SCALE:	A	90-100	Excellent
	B	80- 89	Good
	C	70- 79	Satisfactory
	D	60- 69	Passing
	Below	69	Failing

All Assignments 100 points each—2/3

Mid-Term Exam 1/3

Mid Term Grade 25%

All Assignments/Projects 50%

Final Examination 25%

Method of Determining Final Course Grade: All assignments—Tests, quizzes, projects will be counted 100 points.

Research Paper—Psychologists, psychoanalysts, and anthropologists

Tests, quizzes

Story boards: A rubric will be used to grade the project.

Course Procedures

Submission of Assignments:

Students are responsible for all assignments even when absent or if enrollment into the class was late. All

assignments are due on the posted date for that particular assignment. Assignments must be typed neatly, 12 font and one inch margins. Please check grammar and spelling. (Please be mindful of mechanics). Two points will be deducted for each error or misspelled word. (Please proofread all assignments before submitting for grading).

Each assignment submitted for grading may be awarded a total of 100 points. The average of the total points earned during the course will constitute the basis for the final grade. The students are expected to submit all assigned activities designed to enhance knowledge and skill development in the course on the assigned days at the **beginning** of class. Otherwise the designated assignment will be considered late and the total possible points for the assignment will automatically be reduced at the rate of “10 points” per day for each day the assignment is past due. In-class activities do not have a make-up option. Each activity will be assigned and completed during a designated class period.

Dates of submission of some assignments will be made throughout the course and/or included in the learning experiences of each topic. Please record assignments, due dates and grades on your **calendar**.

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.

Exam Policy

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

Quizzes: Some quizzes will be announced and some will not be announced

Projects. A final comprehensive project, when and if required, will be submitted in a timely fashion (one week) before the completion of the course. The project will be a research based activity with a five page limitation including the cover and reference pages and must be typed and follow the format of the American Psychological Association (APA Style). Also twelve (12) power point slides /six slides per page. Please check with Mrs. Kimberly Gay in the library in relation to your research paper. (Do not print on front and back)

References: The following journals and related reference materials are noted to guide supplemental reading as potential sources of data for a research project/paper. Other journals not listed may also be used.

Professional Organizations and Journals

This is only a partial list of Professional Organizations and Journals—

*American Psychologist
Journal of Personality and Social Psychology
Child Development*

Developmental Psychology
Educational Research
Early Childhood Research and Practice
Journal of the American Medical Association
Journal of Child Language
Journal of Communication Disorders
Journal of Educational Psychology
Journal of Marriage and Family
Journal of Mental Retardation
Journal of Youth and Adolescence
Early Childhood research Quarterly
Infant Behavior and development
Infant Behavior and Development
Pediatric Research

ORGANIZATIONS:

National Association for the Education of Young Children
National Association of Child Advocates
National Association of Family Child Care
National Black Child Development Institute
National Education Association
National Even Start Association

PART I—CLASS POLICIES AND PROCEDURES: Credit for this course may be earned by attending class, active participation in class and by completing all projects, assignments, and examinations. Certain projects will be completed in the classroom.

Class attendance means the ENTIRE CLASS PERIOD. This is not a distance learning class. Arriving late and/or leaving early can count as a class absence. Class participation is expected and appreciated. Students are evaluated on their ability to demonstrate human behavior skills required for professionals in this course.

If you must enter the classroom late, please be discrete when entering. The instructor reserves the right to hold materials previously disseminated during class until after class has ended for students who are tardy. (This will help keep interruptions at a minimum).

All students are required to sign the class roll when disseminated by the instructor. No one is to sign another persons' name. Sign only your name.

Students are expected to complete all assignments and projects on time.

Examinations, quizzes, projects, assignments, participation in class, activities and demonstrations of positive human relation skills (positive attitudes, personality, initiative, time management, goal setting, motivation, communication and writing skills, etc) form the major base for a grade. Students are responsible for all assignments even when absent or if enrollment into the class was late. **ALL ASSIGNMENTS ARE DUE ON THE POSTED DATE FOR THAT PARTICULAR ASSIGNMENT.**

Students should bring their binder and calendar to class each class period.

Students are required to submit topic assignments and projects on the due date as stated on calendar.

Students are required to purchase supplies for projects when needed.

Students are required to provide a plastic pocket folder to turn in all assignments to the instructor.

Students are required to record all grades on calendar when the instructor returns the graded assignment to the students. (All assignment will be kept by the instructor in folders). You may come to the office and look in your folder if the need arises. (By appointment only).

Students are responsible for all assignments even when absent or if enrollment into the class was late.
ALL ASSIGNMENTS ARE DUE ON THE POSTED DATE FOR THAT PARTICULAR ASSIGNMENT.

Projects: The project will be submitted ONE-week prior to the completion of the course. The project is a research paper with a 3-page limit excluding the cover and reference pages and **MUST** be typed and follow the format of the American Psychological Association (APA Style).

PART II—PREPARATION AND SUBMISSION OF ASSIGNMENTS: Assignments must be typed neatly. Please check for grammar and spelling. (Please be mindful of mechanics). 12 Font—New Times Roman. Each error found on the paper will be counted as a minus two (2) points.

Dates or submission of some assignments will be made throughout the course and/or included in the learning experiences of each topic.

Oral presentations are designed as a beneficial learning experience for the class collectively as well as for the individual student. Please show respect to the presenter: No talking, no writing (unless taking notes), and absolutely no sleeping. Points will be taken off your grade if respect is not given to the presenter.

LATE ASSIGNMENTS WILL BE LOWERED A LETTER GRADE FOR EACH DAY THE ASSIGNMENT IS LATE.

CLASSROOM RULES: No profanity should ever be used during class time.

ABSOLUTELY NO GUM POPPING. Chewing gum is permissible in the class but popping it is not. Please chew gum discretely.

PLEASE TURN OFF ALL ELECTRONIC DEVICES BEFORE ENTERING THE CLASSROOM. If your phone rings during class, buzzes or vibrates it will constitute a pop quiz for the entire class and the pop quiz will be counted as 100 points.

SPECIAL NEEDS LEARNERS: Students having any special needs, handicaps, problems, or any other factors that may affect their performance in class or requires special instruction strategies, should make these needs known to the instructor and the Director of the Counseling Center of Student Services during

the first week of the course.

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 because 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 them.

Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Requirement for dress attire in Mrs. Cyrus's 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, Please!

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

Caveat: The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Course Procedures

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Please read the Student Handbook in relation to tardies and absentees.

Semester Calendar

Week One: Syllabus—Chapters 1-2]

Topic
Description
Psychologist

Assignment (s): Test Chapter 1

Chapters 4-6

MID-TERM EXAMINATION

Readings:

Assignment (s):

Chapters 7-9

Chapters 10-13

Chapters 14-16

Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

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.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

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

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

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 (or a program convertible to 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 as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.