

**FCHD 1500-001: Human Development Across the Lifespan****Spring 2012****General Information:**

Instructor: Krista Gurko, M.Ed.

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Office: Gunshed 104 (Behind Ray B. West)

Class: M/W/F 8:30-9:20am

Location: Old Main 121

Office Hours: By Appointment

**Course Materials:**

\* Text: Santrock, J.W. (2012). *Life-Span Development*, Utah State University. McGraw-Hill  
ISBN-13-978-0-07-752046-5

\***i-Clicker** radio controlled voting device, available at the USU bookstore. You will need your A-Number when registering your *i-Clicker* at <http://www.iclicker.com/support/registeryourclicker/>.  
If you need technical support email: [support@iclicker.com](mailto:support@iclicker.com), or call 866.209.5698.

Classmate: \_\_\_\_\_ E-mail \_\_\_\_\_ Phone \_\_\_\_\_

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\* Classmates will be the primary source of notes if you need to miss class.

**Course Description:**

This course has been developed to provide students with an understanding of human developmental processes from conception through death. Major developmental theories will be presented. Students will gain information through required readings, attending lectures, taking examinations, and completing reality assignments.

**Course Objectives:**

1. Students will understand the fundamental theories in human development.
2. Students will gain factual knowledge about physical, psychological, and social changes that occur as people progress from infancy to adolescence, adulthood, aging, and death.
3. Students will understand Human development in the context of an ever-changing diverse world.
4. Students will practice applying course material to “real life” situations through the completion of Reality Assignments.

# ***COURSE REQUIREMENTS***

## **Class Participation**

- Iclickers will be used to identify student participation. Students will be asked to respond to questions throughout the lecture with their iclickers. Having your iclicker registered within the first week is critical for you to receive full participation points.
- Participation points will be available for randomly chosen lectures, which makes class attendance imperative. Fifteen lecture days have been pre-selected and will be worth up to 4 points each day. A maximum of 60 points will be awarded for participation.
- Please arrive on time, attend for the full 50 minutes, and avoid disrupting class with off-topic interests. No cell phones or laptops in class.
- Work cannot be made up except in University excused absences. If you need to miss class please get notes from a classmate as soon as possible after your absence.
- Late work will be accepted in the first 24 hours after the due date with a 10% penalty.
- Assigned readings should be completed BEFORE class when they will be discussed. Two reasons for this: 1. This is a good time to get clarification on concepts to put in your class notes you can then study from; and 2. Lectures will build on the assigned reading material. Learning occurs with repetition and you will retain more, and do better on exams and assignments, if you are prepared for class and actively engaged.

## **Quiz, Activities, Assignments, & Exams**

**\*\*Remember to bring your own Blue Scantron sheet and #2 pencil to take Exams\*\***

### **Syllabus Quiz**

This quiz will be available on Canvas for the first two weeks of class (ending Friday 1/20/12 at 11:59pm). Please thoroughly read the syllabus before starting the exam.

The quiz is worth 10 points and can be completed as many times as it takes to score 100% before the deadline.

### **In-Class Activities**

In-class activities have been developed to allow students to practice concepts individually and in small groups during class time. Please make sure to bring your Santrock text to class on the days we have in-class activities. At the end of class, make sure the instructor receives your activity in the designated container. These will be partially graded on thoroughness, clarity, and quality of work. There will be 3 in-class assignments worth 10 points each.

### **Reality Assignments**

Reality assignments have been developed to allow students to have “hands on” experience while implementing the information they have gained from course material [either (Gurko, date, 2012) or (Santrock, 2012, p. #)]. There are three blocks of assignments and students will be asked to

complete 3 reality assignments. Each assignment is worth 30 points. Assignments and additional instructions are found at the conclusion of the syllabus.

### **Exams**

The course is divided into 5 units. At the end of each unit a 50 point exam will be administered. The exams will vary in form throughout the semester, including multiple choice, true false, matching, and short essay. The four highest test scores will be used to calculate your final grade. This means that your lowest test score may be dropped or the final exam could be optional if you are satisfied with your scores on the first four exams. This flexibility allows for students who are ill, out of town, or have family crises and need to drop one exam. Make-up exams will only be offered to students with official University absences which require letters of excuse. Each exam will cover material from class lecture, assigned readings, videos, and guest lectures. Students will be expected to bring the full sheet blue scantron and a pencil on examination days. The fifth exam will be offered only at the designated finals time: Friday, May 4<sup>th</sup>, 2012 at 7:30am.

Requirements	Possible Points	Your Points
Syllabus Quiz	10	
Participation Points	60	
In-Class Activity 1	10	
In-Class Activity 2	10	
In-Class Activity 3	10	
Exam 1	50	
Exam 2	50	
Exam 3	50	
Exam 4	50	
Exam 5*	50	
Reality Assignment 1	30	
Reality Assignment 2	30	
Reality Assignment 3	30	
Capstone Assignment	30	
Total possible	420	

\*Remember to drop your lowest Exam grade when adding your points.

## ***UNIVERSITY POLICIES***

### **Honor Code Policy:**

As stated in the Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required by all Utah State University students.” When admitted to USU you signed the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy. Please contact instructor with any clarifications. Full text of the USU Student Code is available:

<http://www.usu.edu/student-services/student-code/>

### **Grievance Process:**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: (Article VII. Grievances, p. 25-30).

<http://catalog.usu.edu/content.php?catoid=4&navoid=581>

### **Accommodations for Disabilities:**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966. <http://www.usu.edu/drc/currentstudents/handbook/> It is your responsibility to contact the DRC the first week of the semester. Alternate format materials (Braille, large print, or digital) are available with advance notice.

## ***GRADING & COURSE SCHEDULE***

### **Grade Distribution:**

Your grade will be based on adding the total points earned on your: 4 best Exams (200 pts), Participation (60 pts), 3 Reality Assignments (90 pts), Capstone Assignment (30 pts), 3 In-class Activities (30 pts), and Syllabus Quiz (10 pts). There are a total of 420 points available. There will be one chance for extra credit. There will be no grading on a curve. The grade distribution is as follows:

A 94-100%	B 83-86%	C 73-76%	D 60-62%
A- 90-93%	B- 80-82%	C- 70-72%	F 59% or Less
B+ 87-89%	C+ 77-79%	D+ 63-69%	

### Tentative Class Schedule:

The course outline is to assist students in understanding the structure and organization of the course. Every effort will be made to follow this outline. However, the instructor reserves the right to make changes or reorganize the outline as warranted during the semester. Students are responsible for reading announcements on Canvas. Assigned readings may not be covered specifically in class but students will be accountable for the information on the examinations.

Date	Lecture Topic	Readings	Assignment Due
<b>JANUARY</b>			
M 1/9	Introduction & Syllabus	Syllabus	
W 1/11	Human Development Overview	Chapter 1 Pgs 1-9	
F 1/13	Human Developmental Theory	Chapter 1 Pgs 15-23	
M 1/16	MLK, Jr. Day: HOLIDAY	NONE	
W 1/18	<b>Research in Development: In Class Activity</b>	B1-B12 (end of text)	<b>In Class Activity 1</b>
F 1/20	Heredity and Environment	Chapter 2 Pgs 32-42	<b>Syllabus Quiz</b>
M 1/23	Prenatal Development and Birth	Chapter 2 Pgs 49-60	
W 1/25	<b>Exam 1 (Chapters 1 &amp; 2)</b>		<b>Exam 1</b>
F 1/27	The First Two Years: Physical & Sensory Development	Chapter 3 Pgs 68-74	
M 1/30	The First Two Years: Body & Mind	Chapter 3 Pgs 93-99	
<b>FEBRUARY</b>			
W 2/1	The First Two Years: Psychosocial Development	Chapter 4 Pgs 102-109	
F 2/3	The First Two Years: In Context	Chapter 4 Pgs 115-119	

M 2/6	Early Childhood: Body	Chapter 5 Pgs 124-138	
W 2/8	Early Childhood: Mind	Chapter 5 Pgs 139-145	<b>Block 1 Reality Assignment Due</b>
F 2/10	Early Childhood: Self & Diversity	Chapter 6 Pgs 149-162	
M 2/13	Early Childhood: Play <b>Review</b>	Chapter 6 171-172	
W 2/15	<b>Exam 2 (Chapters 3, 4, 5, &amp; 6)</b>		<b>Exam 2</b>
F 2/17	<b>NO CLASS</b>	<b>NONE</b>	
M 2/20	<b>PRESIDENT'S DAY: NO CLASS</b>	<b>NONE</b>	<b>NONE</b>
W 2/22	Middle & Late Childhood: Physical Development	Chapter 7 Pgs 175-178	
F 2/24	Middle & Late Childhood: Cognitive Development	Chapter 7 Pgs 187-195	
M 2/27	Middle & Late Childhood: The Self	Chapter 8 Pgs 205-209	
W 2/29	Middle & Late Childhood: Socioemotional Development in Context	Chapter 8 Pgs 212-215	<b>Block 2 Reality Assignment Due</b>
<b>MARCH</b>			
F 3/2	Adolescence: Physical Development	Chapter 9 Pgs 228-237	
M 3/5	Adolescence: Cognitive Development	Chapter 9 Pgs 242-245	
W 3/7	Adolescence: Identity & Culture	Chapter 10 Pgs 251-258	
F 3/9	Adolescence: Potential Difficulties	Chapter 10 Pgs 263-266	
M 3/12	<b>SPRING BREAK!</b>		
W 3/14	<b>SPRING BREAK!</b>		
F 3/16	<b>SPRING BREAK!</b>		
M 3/19	<b>In-Class Activity</b>		<b>In-Class</b>

			<b>Activity 2</b>
W 3/21	<b>Review</b>		
F 3/23	<b>Exam 3 (Chapters 7, 8, 9, &amp; 10)</b>		<b>Exam 3</b>
M 3/26	Early Adulthood: Physical Development	Chapter 11 Pgs 272-281	
W 3/28	Early Adulthood: Cognitive Development	Chapter 11 Pgs 282-288	
F 3/30	Early Adulthood: Socioemotional Development; Guest Lecturer: TBA	Chapter 12 Pgs 292-299	
<b>APRIL</b>			
M 4/2	Early Adulthood: Relationships	Chapter 12 Pgs 299-302	
W 4/4	Middle Adulthood: Physical Development	Chapter 13 Pgs 305-312	
F 4/6	Middle Adulthood: Cognitive Development	Chapter 13 Pgs 313-317	
M 4/9	Middle Adulthood: Socioemotional Development <b>Review</b>	Chapter 14 Pgs 322-334	<b>Block 3 Reality Assignment Due</b>
W 4/11	<b>Exam 4 (Chapters 11, 12, 13, &amp; 14)</b>		<b>Exam 4</b>
F 4/13	Late Adulthood: Physical Development	Chapter 15 Pgs 337-348	
M 4/16	Late Adulthood: Cognitive Development	Chapter 15 Pgs 349-358	
W 4/18	Late Adulthood: Socioemotional Development	Chapter 16 Pgs 361-372	<b>Capstone Assignment Due</b>
F 4/20	<b>In Class Activity</b>		<b>In-Class Activity 3</b>
M 4/23	Death & Dying	Chapter 17 Pgs 373-379	
W 4/25	Grief	Chapter 17 Pgs 379-383	

F 4/27 (last class)	<b>Review for Exam 5</b>		
M 4/30			
MAY			
W 5/2			
F 5/4	<b>Exam 5 (Chapters 15, 16, &amp; 17)</b> <b>**7:30-9:30am**</b>		

## Reality Assignments

You will complete 3 different reality assignments to gain real-life experience with each of the major periods of human development. Each assignment is worth 30 points.

Assignments will be typed, 1-2 pages, double spaced, have one-inch margins, use 12-point font, and use New Times Roman. All assignments will be submitted on Canvas before class on the due date in a .doc or .docx format. There are 3 blocks of assignments and you only need to **CHOOSE ONE** assignment in each block to complete. Assignments are late if they are submitted after 8:15 AM on the day they are due.

These assignments are designed for you to integrate your own experience with class information. Please put information from the notes and the book in your own words and then cite them in-text. Cite the book in-text as (Santrock, 2012, p. #) and class notes as (Gurko, date, 2012). You are expected to **have both of these citations at least once in each paper** or points will be taken away. No additional sources are required aside from class notes and the book. No reference page is necessary if you are only citing class notes and the book. If you choose to use additional sources you must cite them in-text and provide a reference page to avoid plagiarism. Use Purdue OWL and check for APA citation:

<http://owl.english.purdue.edu/owl/resource/560/05/>. Additionally, if you choose to observe or interview someone please **change their name** when you write about them to **protect their privacy**.

### BLOCK ONE INFANCY/EARLY CHILDHOOD

#### 1. **INFANCY: Holding an Infant.**

For this assignment you will need an awake infant who is six months of age or younger. Your task is to hold the infant for 10 minutes, then write a description of your experience. Given that you need to observe the parent's reaction, you cannot be the infant's parent.

Some ideas to think are:

- a. What biosocial, cognitive, and psychosocial characteristics does the baby display?
- b. What is the infant's reaction to you and your reaction to him or her?
- c. Did the infant cry?
- d. Was the infant easy or hard to soothe?



- e. How did the infant's parents or caregiver respond as you held the infant?
- f. Did the parent or caregiver offer suggestions to make the infant happy? If so, what? Tie your observation to what you have read in the text and what we have discussed in class.

## **2. TODDLERHOOD/EARLY CHILDHOOD: Toy Store.**

Imaginative play becomes more important during toddlerhood and into early childhood. Visit a toy store and look at the toys through the eyes of a young child. Are the toys something that encourages play or do they set an agenda for the child? What are some things that you notice in the toys store that you haven't paid attention to before?

## **3. EARLY CHILDHOOD: Conservation.**

Following the diagram on page 131 in the textbook, complete the conservation tasks with a young child (3-5 years old). Make sure to complete all 4 tasks using liquid, checkers or candy, clay, and a stick (I usually use a ruler.) Write about your experience.

## BLOCK TWO MIDDLE CHILDHOOD/ADOLESCENCE

### **1. MIDDLE CHILDHOOD: Observe a Classroom.**

Visit an elementary school classroom (obtain permission and follow the protocols of the school). Observe the classroom for 1 hour and write about the things that you saw. What do you like about the ways the children are being taught, what do think could be better? Please refer to the textbook in your writing and remember that it is easy to criticize teachers when observing and that is **NOT** part of this assignment. I am looking for thoughtful approaches to the things you observe in the classroom.

### **2. MIDDLE CHILDHOOD/ADOLESCENCE: Paper Clips.**

Watch the documentary *Paper Clips* (You are responsible for accessing the documentary if you select this option). After watching the documentary pick an age group: either middle childhood or adolescence (the students are in the eighth grade and so could be in either cognitive stage.) Please explain how the diversity project the student's experience in the documentary might affect their cognitive development according to Piaget's theory.

### **3. ADOLESCENCE: Dating.**

Find an adolescent that you can interview about dating. Summarize the interview in your paper and integrate the information with class text/lecture. Examples of questions you could ask them are:

1. "What does dating mean to me?"
2. "What are the qualities of a person I'd like to date?"
3. "What are the qualities I have to offer a date?"

4. "What is the best way to initiate a relationship with someone I'm interested in dating?"
5. "What are my personal values and beliefs related to serious dating?"
6. "What would I consider a perfect date?"

## BLOCK THREE EMERGING ADULT/ADULTHOOD

### **1. EMERGING ADULTHOOD: Career Interest Interview.**

Choose a career that you think you might be interested in. Discuss this career with your parents or primary caregivers and get their feedback about whether or not they think the career is a good match with your personality and abilities. Choose a person who is working in the career and interview them.

Examples of questions you could ask them are:

1. "How would you describe your profession?"
2. "What are the requirements/education needed to get into your profession?"
3. "What do you enjoy about your profession?"
4. "What is stressful about your profession?"
5. "What is the average/range of income for your profession?"
6. "What is a typical day like in your profession?"
7. "What are the hours kept?"
8. "Is your profession easy or hard on family/marital life?"
9. "How does your profession contribute to your overall quality of life?"

### **2. EMERGING ADULTHOOD: Completing a Marriage Contract.**

This questionnaire is intended to help you think about the multitude of decisions that must be made during marriage. Complete the following questionnaire with a significant other or friend. Identify areas of agreement and disagreement between your responses. What questions do you feel would be the most controversial in a marriage? If you are married, or have been married you may describe how certain questions have directly influenced your marriage and how you have resolved them. Mention whether anything surprised you. Add any advice you would give to someone entering marriage.

- a. Where will you live?
- b. Where will you work? If one of you is promoted, what circumstances will affect your decision to take the promotion (e.g., would you be willing to move far away?)
- c. Do you plan on attending church? If so, what religion will you follow?
- d. Do you plan on pursuing more education or vocational training?
- e. Who will be responsible for household bills?

- f. How will household chores be divided?
- g. What type of transportation will you use?
- h. Do you plan on renting or buying a house?
- i. Will finances be combined or kept separate? How will money be managed? What kind of budget will be kept?
- j. How will you spend holidays? (e.g. Will you split holidays between both sides of the family? How much time will you spend with one another's family?)
- k. Do you plan on having children? If so, how many? Who will take care of the children?
- l. Will both parents work? If not, who will stay home? How will you account for the differences in income if one parent stays home?
- m. What kind of discipline will you use? Will one parent be more responsible for the discipline? If so, why?
- n. Where will the children go to school? Do you plan on sending your child to college? If so, how will you finance it?
- o. How much time will you spend together?
- p. How will you handle marital conflict?
- q. What will you do for leisure time activities?
- r. How much time will be spent with friends and coworkers?
- s. Will you have a prenuptial agreement? Explain why or why not?

### **3. ADULTHOOD: Parenting Interview.**

Choose a family who you regard as having “good parents.” These parents can be related to you, but cannot be your own parents. Create at least 5 questions about parenting which you would like to ask them and then interview them. (Yes, you need to interview both parents; but they don't have to be interviewed at the same time and place.) Some examples of questions you might ask can be:

1. “What is the most fulfilling part of being a parent?”
2. “What is one of the most difficult things about being a parent?”
3. “What types of discipline do you use?”
4. “How do you handle conflicts or disagreements in your family?”
5. “What traits or characteristics do you think are important to being a good parent?”
6. “What advice would you give to someone to help them prepare for being a parent?”

**Address the things that you have learned from the couple in your paper (remember to integrate class/book information).**

#### **4. ADULTHOOD: The Last Lecture.**

*The Last Lecture* really began as a good-bye speech, made by Randy Pausch, a 47 year old professor diagnosed with terminal cancer. His speech at Carnegie Melon University became an internet phenomenon. It has also been published as a book. For this assignment, read the book or watch the lecture. You can find the video on YouTube at:

[www.youtube.com/watch?v=ji5\\_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo).

As you read or watch, take notes of the things that he says that touch your life. What does he feel is most important? What do you feel is most important? How would his advice change you as a parent? How does he believe we should approach life and death? How do you? How do you feel his family will be able to handle his death? Why? Do you believe he has ego integrity or despair as he faces this?

### **CAPSTONE ASSIGNMENT**

USU FCHD Research knowledge and application:

Think about your favorite period of the Human Development lifespan covered in this course and how it could influence your life in the next five years. Write a 3-5 sentence paragraph to share your thoughts while introducing your paper.

Look in the final section of the Santrock text to find a list of FCHD professors and their research. Choose one professor who conducts research in a topic area you are interested in learning more about (early childhood, adolescence, adulthood, aging adults). Write 1-2 sentences about this professor's biography and professional work.

Review your chosen major life stage using the appropriate section in the text and write a 2-3 sentences to connect with the professor's research. Choose one journal article by the professor you chose as listed in the text. You can use [www.scholar.google.com](http://www.scholar.google.com) or other literature search techniques you know to locate the article. If you are on a USU computer or logged into the USU computer system using VPN, you should have ready access to the article. If you need support, please make an appointment with the instructor or a USU librarian.

Read the abstract and introduction of the article and state what you find about the purpose of the research, the characteristics of the participants (age, gender, ethnicity, health, family role, etc.), how long the research was conducted, what was done during the research (questionnaire, interview, observation, experiment, etc.). Write 3-5 sentences about the information you find.

In your conclusion, write 2-3 sentences about a) why you are, or are not, interested in becoming more involved with the research process as an undergraduate researcher, AND 2-3 sentences about b) if and how you expect to use this published research in your chosen career.

Finally, include the reference citation for the article as provided by the Santrock text.