

Salt Lake Community College – Family & Human Studies Department

FHS 1500 – Life Span Development

Fall 2012

Construction Trades Building 118 SLCC Redwood Campus

TIME: Mon, Wed, & Fri 9:00-9:50 AM

INSTRUCTOR: Cara Greenwell M.Ed.

CONSULTATION HOURS: By appointment

TELEPHONE: 801-971-8806

E-Mail: cgreenw3@mymail.slcc.edu

TEXT: Invitation to the Life Span, First Edition
by Kathleen Stassen Berger Worth Publishing

ONLINE WEBSITE: See the “Course Website” section of this syllabus.

It is your responsibility to read and understand the contents of this document.

CATALOG DESCRIPTION:

Fundamentals of growth and development from preconception to old age and death are explored. The domains of physical, cognitive, and social emotional growth for each age in the life cycle are explored in a variety of contexts.

OVERVIEW:

This course is an introduction to the growth and development of humans through the lifespan. Some of the topics discussed are: Theories of human development, Brain development, Birth, Genetics, Family Diversity, Parenthood, Physical Development, Intellectual Development, Social-Emotional Development, Aging and Death.

This course fulfills the **Social Science (SS)** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the theories and practices required by the social sciences, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student’s knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one’s life. General education courses focus on communication, creativity, and critical thinking skills and along with the substance of the course’s information, an appreciation of the esthetics of the area or study and its connection to the larger social web.

CELL PHONE POLICY: No live cell phones are allowed in class. Please turn them off before coming to class.

TESTS: There will be seven equally weighted unit tests during the semester representing **35%** of your total grade. The tests will be multiple choice and require the use of a Scantron sheet. The cost is .21 each at the SLCC Bookstore. If you do not have Scantron sheet, you do not get to

take the test! An outline specifying the exact test schedule will be given to you at the beginning of the semester.

If you take a test in class and are unsatisfied with your score, you may retake the test within two weeks of the test date at the Eccles Lab School. Your grade for the test will be the average of the two scores or the original score, whichever is higher. The Lab School is a working preschool. The office staff may be called upon to help a young child or a parent, so please be patient when you come in to take your tests.

If you miss a test, you may take a makeup test at the Eccles Lab School. Your score will be the makeup test minus 5%. Since a 5% penalty is equal to a half grade on the test, it is better to be present and take the test in class. **All retake and makeup tests must be taken within 2 weeks of the test date. You will not be allowed to take the test after that time and a grade of zero will be posted for that test.** It is almost impossible to pass the course without taking all of the tests, so please make test-taking a high priority. Because of scheduling conflicts, you will NOT be able to retake test #7.

ASSIGNMENTS: Class assignments are an important component of your learning experience and represent **35%** of your total grade. You will be given an assignment list at the beginning of the course. Although the list contains most of the homework assignments, there may be additional assignments given in class. All assignments are due at the beginning of class on the day indicated on the course outline. They will be considered late after that time. **This means that papers submitted after class on the due date will be considered late.** The assignment section on the class website is programmed to shut down at 12:00 pm (NOON) on the due date.

Your assignment grade will be equal to **35%** of your total grade. The assignments will be graded on a three-point scale. In order to receive full credit, the assignment must be on time, completed in a professional, competent manner, be at least a full page long (except where otherwise noted) and according to instructions. All Assignments must be typed. Assignments **MAY** be submitted early.

With the numerous methods now available to students for submitting papers and because you have had the assignments and their due dates since the beginning of the semester, there is no excuse for submitting late papers. Please stay current with the assignment due dates as late assignments will not be accepted. Since there are some students who do not read the syllabus, I'm going to say this again, but this time in capital letters and bold print:

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

Assignments will be read, graded, returned to you, and recorded on Canvas. The instructor will keep a record of your assignments on Canvas. In order to maintain consistency between you and myself, keep your assignments until you are sure they are recorded. It is suggested that you keep them through the end of the semester. There is also a "Homework Assignments" sheet, included in your syllabus with a place to keep track of your grade.

Assignments may be submitted electronically to the course webpage. Access to the assignments on the webpage is programmed to shut down at 12:00 p.m. (NOON) on the due date listed on the course outline. To submit an assignment electronically, log-on to our course website (accessible through your college "My Page" account), go to the assignment section and select the appropriate assignment. Please do NOT send assignments to the instructor's email. **E-mailed assignments will be returned to you unread and ungraded with instructions to use the website.** It is your responsibility to verify that your assignments are the proper length.

COURSE WEBSITE: Our course has a companion website. The website contains copies of the syllabus, course outline, homework assignments, chapter outlines, videos, links to the textbook website, as well as other materials to support your learning. You will be able to submit homework

assignments to the website and check your test scores. If you submit your assignments to the webpage, it will keep track of your homework scores for you.

Submitting papers electronically can be very convenient. However, this convenience carries with it an inherent risk, which is ultimately **your** responsibility. Occasionally, your computer, the server, the user, the connection or some other part of the internet fails. Equipment or user failure, regardless of the source or cause, is not an excuse for submitting late papers. Please do not wait until the last minute to submit your assignments. Identify another computer that you can use in case of an emergency. If you cannot identify an emergency computer, you may want to consider submitting your papers in the traditional, hard copy format.

If you choose to submit your assignments electronically, you must be prepared to use the software correctly. The software program requires that you follow an exact sequence in order to submit your papers. Failure to use the software correctly will result in the loss of your data. Only data saved to the website by the due date will be graded. If you encounter technical problems with the website, please call the Help Desk at 957-5555. Bottom line: It is your responsibility to know how to use the website. If your homework is lost because you did NOT push the buttons in the correct order, you cannot be given credit. Emailed assignments, regardless of the reason or time sent, will be returned to you ungraded. Papers can be submitted early.

(The Reflection assignments are not optional and must be completed in order to receive a grade in the class.)

ATTENDANCE: Attendance may be taken on a random basis and will be included counted as **10%** of you overall grade. The roll will be started at 5 minutes after the hour. Anyone not in the classroom by the time the roll has circulated through the room will be considered absent. You will not be allowed to sign the roll after it has been returned to the instructor.

Experience has shown that those with regular attendance in class tend to do better on the tests. If you miss a class, it will be your responsibility to contact another student to find out what happened in class.

GRADING: The points from tests and assignments will be totaled at the end of the semester. Final grades will be based on a modified curve. The person with the highest point total in the class will be given a score of 100% (A). The remaining grades will be calculated as a percentage of the highest grade. The grading scale is as follows:

95% - 100% = A
92% - 94% = A-
88% - 91% = B+
80% - 87% = B
76% - 79% = C+
68% - 75% = C
64% - 67% = D+
60% - 63% = D
59% -below = E

Please note that 95% is the cut-off for an "A". Retake and makeup tests will be graded as a percentage of the total number of questions on the test, not on a modified curve.

EXTRA CREDIT: The requirements for earning a good grade in this course have been outlined above. Frequently, at the end of the semester, students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

INCOMPLETE POLICY: In very rare circumstances, a student may be awarded a grade of “incomplete” (I). All of the following conditions must be met in order to receive an “Incomplete” (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment. The student must supply proper documentation; 2. The student must be passing the course at the time of incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

TOLERANCE: A primary objective of this class is to help you better understand the dynamics of human growth and development. In our effort to understand the lifespan development, there is a possibility that we will be discussing sensitive, personal issues. As your instructor, I do not expect you to agree with the positions taken by other members of the class. However, I must demand that you respect the rights of the other class members to have and express their personal views.

STUDENT RESOURCES: Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college." Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: linda.bennett@slcc.edu

EMERGENCY EVACUATION: If a situation occurs in which we need to evacuate the building, we will meet in the parking lot south of the Construction Trades Building. If there is a possibility that you will require assistance or accommodation during an evacuation, please contact me within the first week of class.

STUDENT CODE OF CONDUCT: All students are expected to follow the SLCC Student Code of Conduct found at www.slcc.edu/policies/docs/stdtcode.pdf It is your responsibility to access, read and understand this document.

STUDENT CONTRIBUTION: This is a three credit hour class that has a tremendous amount of important information to cover. It can be done, but requires careful planning, work, and study on the part of both the instructor and the student. In order to achieve maximum learning in this short amount of time, it is important that you understand the following:

1. Although I will try to use principles of good teaching - you must read the book. There is insufficient time for me to "read" the book to you. I will not spoon feed the book to you.
2. A major goal of this course is to provide you with the opportunity to review and/or clarify your own thoughts, ideas, and values as it relates to human development. Although we will spend time defining vocabulary and reviewing statistical information, the real heart of this class will be in our ability to engage in meaningful, thoughtful discussions. Please be prepared to participate in class. (Note: Although you are encouraged to participate in class discussions, it is equally important to avoid monopolizing the class discussion time.)
3. It is essential that you complete the assigned readings before you come to class. It is unfair to the students who have taken the time to study the contents of the chapter to take class time to explain information that is readily available in the book. (This is not to dissuade you from asking questions about the readings. It is important that you receive clarification on points that may not be clear in the book.)
4. Please remember that statistics can be tricky. Although each homework assignment is only worth 3 points, those points can be very important to your final grade. If there are only ten assignments, then losing 3 points would drop your total score from 30 points to 27 points. The

percentage grade for 27 of 30 would be 90%. Submit your homework assignments on time. Your homework represents 35% of your overall grade in the course.

5. The 8:00 am class meets at the same time that the administrative offices open on campus. This means that I have no way to contact you or leave messages for you when I am ill. Therefore, please adhere to the following guidelines. If I am not in class by 8:15 am, you have permission to leave.

6. Many students view this as an “easy course” and therefore put less effort into it or do not assign it the same priority as their more difficult courses. Many times, the result is a high grade in the difficult class and a low grade in this course. Please be aware that 3 credit hours of a low grade in this class is just as devastating to your G.P.A. as 3 credits hours of a low grade from a “harder” course.

7. Cell phones can be convenient, but using them in the classroom is disrespectful and rude. Please turn off you phones before class starts. Text-messaging during class is equally inappropriate.

8. Every semester, I am informed by students that they need to leave on the last day of class to go on vacation with their family/ go to their friend’s wedding/ save the whales or some other reason that would make it impossible for them to take the last test with the rest of the class. Everyone in the class was aware of the semester schedule before they enrolled in the class. If you have a wedding, vacation or whatever scheduled during finals week, you will need to cancel those plans, drop this class, or plan on getting a really bad grade. The final class test will be given during finals week, not sooner.

9. Salt Lake Community College is truly a “community” college. As part of our community involvement, the faculty are frequently asked to participate in conferences, advisory boards and other community events that occur during the time that our class meets. Although I will try to limit my class absences, from time to time I will need to cancel our class lectures. I will give you ample warning of my impending absence. It will be your responsibility to read the text and review the materials on our web page that relate to the topic that would have been covered in class.

GENERAL EDUCATION: This course fulfills the Social Science (SS) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants. You will also explore a wide variety of topics with an eye toward discovering new interest and uncovering new talents.

GENERAL EDUCATION E-PORTFOLIO: All students taking general education courses at Salt Lake Community College are required to create an e-portfolio and submit a “signature assignment” from each general education course to the e-portfolio. The E-Portfolio will provide a place to display and chronicle your assignments and projects that demonstrate your discipline-specific skills, critical thinking and collaboration. In this way, prospective employers, community members and transfer institutions can easily see the best of what you have created.

For more information about creating a personal E-Portfolio, including a Student E-Portfolio Handbook, go to www.slcc.edu/gened/eportfolio. You will find tutorials, videos, samples and

other information that will guide you through this process. When you finish your educational experience at SLCC, your E-Portfolio will be a multimedia showcase of your accomplishments.

Your “signature assignment” for this course will be your project or any two papers (assignments) that you have completed for the class. In addition to posting the project or two assignments to your e-portfolio, you will be expected to write a one or two paragraph reflection explaining why you selected these items for inclusion in your portfolio. More information about the requirements for the reflection can be found in the list of homework assignments.

Important Note: In order to receive a grade for this course, you must post your signature assignments and reflections to your E-Portfolio.

COURSE GOALS:

1. Students will explore the empirical and theoretical aspects of human development from birth through death based on diverse biological, cognitive, and psychosocial development. In addition, students will increase their awareness and understanding of the complexity of human experience and their awareness of the variety of institutions humans construct to exist in society.
2. Students will develop an understanding of the elements of effective communication by reading, writing, speaking, and listening to key concepts, significant topics, and social issues relevant to the study of the diversity of human development through the lifespan. They will also learn to effectively communicate the relationship between values and attitudes and how these can influence individual and societal perceptions of the ages and stages of human development particularly how the issue of ageism affects contemporary society in the United States
3. Students will learn to use and interpret systematic methods of collecting data relevant to the fields of sociology, psychology, anthropology, and biology as they understand human behavior in both individual and collective dimensions. Students will determine how to choose and apply appropriate mathematical techniques to analyze historical and contemporary research as it pertains to human development across the lifespan.
4. Students will have opportunities to systematically analyze, synthesize, and evaluate personal and dynamic relationships found in individuals, groups, social institutions, and the environment relative to the process of aging. Students will compare and contrast ideas from society, the scientific community, and various other disciplines by evaluating claims, arguments and widely held beliefs about human interaction throughout the lifespan.
5. Students will discuss the impact of current legislation, court rulings, and legal parameters that affect the human condition in the United States. Further, they will develop an awareness of an individual's rights to receive equitable treatment and services through the life span.

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Use this area to keep track of your grade.

Tests (35%)

___ Test #1 (1 & 2)

___ Test #2 (3 & 4)

___ Test #3 (5 & 6)

___ Test #4 (7 & 8)

___ Test #5 (9 & 10)

___ Test #6 (11 - 13)

___ Test #7 (14, 15 & Epilogue)

Observations (10%)

___ Observation #1

___ Observation #2

___ Observation #3

___ Observation #4

___ Observation #5

***Assignments (35%)**

___ Social Learning Theory or Operant Conditioning

___ Genetic Advice or Abortion

___ Milestone Chart

___ Mothers and Fathers

___ Big Lipped Parents

___ Conservation Tasks

___ Child Care

___ Cooperation vs. Competition

___ Intelligence

___ Homosexual Teachers

___ Adolescence

___ Advice to Parents

___ Obesity

___ Vocational Choices

___ Social Clock

___ Divorced Grandparents?

___ Ageism

___ Euthanasia

___ E-Portfolio Reflection

___ **Project (10%)**

___ **Attendance/Participation (10%)**

*The instructor reserves the right to assign additional assignments.