Human Sciences

HMS 203

Human Growth and Development: Infancy through Adolescence

Fall 2018

Office Hours: Virtual Office Hours anytime through email

Course Time and Location: TR 3:30-4:45pm

Credits: 3 Prerequisites: None

Textbook: Infants, Children, and Adolescents (Berk and Meyers) 8th Edition

I. Course Description:

This course centers on the developmental study of children from infancy through adolescence. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, cognitive, and social and emotional development. Environmental and social factors that influence development in all domains including prenatal development, birth, and physical growth and development through adolescence are addressed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

• Academic excellence through critical, reflective and creative thinking
• Life-long learning
• Collaboration and shared decision making
• Openness to new ideas, culturally diverse people and innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and
Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

Program Learning Outcomes

• Learners will identify social and cultural influences affecting family life.

• Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.

• Learners will apply appropriate practices based on theories of human growth and development to individuals and families.

• Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.

• Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

• Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

• Students will know major biological and environmental factors that influence the course of human development, behavior, and interpersonal relationships from infancy through adolescence.

• Students will collaborate to learn about children’s development beginning in infancy, through adolescence in the major physical, cognitive and psychosocial domains.

• Students will identify and analyze the major theoretical frameworks of human development including theoretical strengths and limitations.

• Students will examine the interface between family diversity and community settings that impact the quality of a child’s experiences in relation to human development.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 203 is a D2L enhanced course. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.
2. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. **Students should check the homepage on a daily basis for notices, mail, and assignments.**

3. **Students should check their grade points at least once a week.** Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

A=90-100% of required points; B=80-89%; C=70-79%; D=60-69%; F=0-59%.

**Course Points:**

1. **Exams- 200 points (2 x 100 points).** Students will take a total of 2 exams throughout the course semester. The midterm and final exam will consist of approximately 50 questions worth 2 points each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. All exams will be taken online via D2L during their individual scheduled days and times. The specific format in terms of actual number of questions etc., may be subject to change—more specific information will be provided closer to the specific day of the given exam.

   **All exams will be taken online via D2L.** Students will have 75 minutes to complete the exam.

   Students must have computer access and need to log in promptly in order to take the exam. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m.

   **Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason.** Specifically, students should notify professor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.
2. **Current Events Discussion Paper- 50 points each (total of 200 points).** Students will write a short-paper on current news events (within the past year) related to human development and the education system. Topics will be assigned by the instructor. These events need to come from a news website. **Some** examples of websites include WFAA, KTRE, KHOU, CNN, the New York Times, Time, Education News and Education Week.

3. **Current Events Evaluation Discussion - 25 points. (total of 100 points)** Students will evaluate classmates’ Current Event discussions throughout the semester. Students will be required to respond to **4 peer responses**.

4. **Lesson Plan Project- 100 points**

   Students will design a lesson plan for a Health Class for teenagers. Students can choose any topic they feel is important: nutrition, bullying, drug use, sex-education, etc. More detailed instructions can be found in D2L.

5. **Early Childhood Research Center Observation- 50 points.** Students will tour and make an observation at the Early Childhood Research Center (ECRC). Students will then complete a written assignment related to their observations at the ECRC.

6. **Child Development in the Classroom Interview-50 points.** Students will conduct an interview with a teacher (Grades K-12) to learn about how child development plays a role in the teacher’s classroom. Students will then turn in a written document providing the questions they asked as well as the answers provided by the teacher they interviewed.

7. **Class Assignments- 200 points.** Regular, punctual attendance is expected in this class, therefore in class assignments will be given on a regular basis. Assignments will pertain to course content, such as prenatal development, sensory motor development, development of thinking and language skills, parent child relationships, and current news articles related to children and families. **Students must be present in class to turn in assignments unless otherwise specified by the instructor. You will receive a full letter drop in this class if you miss more than 2 classes.**

Late work on any assignment will not be accepted unless there is a compelling reason. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to turn in an assignment late for any of these reasons.
8. **Thursday Reflection Post- 25 points each (200 points total)** We will only have lectures on Tuesdays. On Thursdays you will be expected to log into D2L and complete that week’s reflection post under the discussion tab. **You will make a post and respond to 4 peer posts.** It is FULL points or no points in regards to your responses to peers. This starts the first week with introductions. Introduce yourself and respond to 4 of your peers’ posts.

**Extra Credit. Optional opportunities** to earn extra-credit will be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed. Students must be in class to turn in any in class extra credit assignments.

**V. Tentative Course Outline/Calendar:**

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Review Syllabus (Thursday Introductions)</td>
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<td>9/4</td>
<td>Chapter 1 (Thursday Reflection)</td>
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<tr>
<td>9/11</td>
<td>Chapter 2 and 3 (Thursday Reflection)</td>
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<td>9/18</td>
<td>Continue 3 and Chapter 4 (Thursday Reflection)</td>
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<td>9/22</td>
<td>9/22 Interview with Teacher Due</td>
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<td>9/25</td>
<td>Chapters 5/8 Physical (Thursday Reflection)</td>
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<td>10/2</td>
<td>Chapters 6/9 Cognitive (Thursday Reflection)</td>
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<td>10/9</td>
<td>Chapter 7/10 Emotional (Thursday Reflection)</td>
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<td>10/16</td>
<td><strong>Exam 1 via D2L (Ch. 1-10) this will take the place of class</strong></td>
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<tr>
<td>10/23</td>
<td>Observe ECRC (TENTATIVE)</td>
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<td>10/30</td>
<td>Chapter 11/14 Physical (Thursday Post)</td>
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<td>Special Topics: Nutrition, Sex Education, Drug Use</td>
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<td>Date</td>
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<td>11/6</td>
<td>Chapter 12/15 Cognitive (Thursday Post)</td>
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<td><strong>11/10 ECRC Lab Assignment</strong></td>
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<td>11/13</td>
<td>Education Topics: Special Education, CTE, Bilingual, Gifted (Thursday Post)</td>
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<td>11/20</td>
<td>Chapter 13/16 Emotional (Thursday Post)</td>
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<td>Special Topics: LGBTQ, Bullying, Mood Disorders</td>
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<td>12/4</td>
<td>Chapter 17 (Thursday Reflection)</td>
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<td><strong>12/8 LESSON PLAN PROJECT DUE</strong></td>
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<tr>
<td>12/11</td>
<td>Final Exam (Ch 11-17) via D2L this will take the place of class</td>
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**VI. Readings: Required:**


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final
VIII. Student Ethics and Other Policy Information: These policies are found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;

- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,

- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5 At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4 Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn
from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.