School of Human Sciences
HMS 340 - Family Approach To Middle Childhood/Adolescent Development
Fall, 2018

Instructor: Lisa Mize, Ph.D.
Course Time & Location: Online
Office Hours: Monday: 2 – 4 PM; Wednesday: 9 – 10 AM; Thursday: 9 – 11 AM
Credits: 3 Credit Hours


Prerequisites: None

I. Course Description:

An in-depth study of developmental changes during the middle childhood and adolescent years. Content includes physical growth and maturation, cognitive development processes and social relationships with family and peers.

II. Intended Learning Outcomes/Goals/Objectives:

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.

Program Learning Outcomes

1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice
6. Learners will develop culturally-competent educational materials and learning experiences.

Student Learning Outcomes

1. Describe developmental changes in the physical, cognitive, and social/emotional domains.
2. Articulate family influences on development.
3. Examine peer relations, friendship development, and peer acceptance.
4. Examine social issues such as drug use, sexual activity, adolescent pregnancy and parenthood, juvenile delinquency and the subsequent influence on human development.
5. Identify the processes involved in the quest for self-identity, self-esteem, and identity statuses.
Family Life Educator Certification (CFLE):
Course content in HMS 340 emphasizes the following Family Life Educator Content Areas (1, 2, 3, 5, & 7) identified by the National Council on Family Relations:

1. An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
2. Internal Dynamics of Families
3. An understanding of family strengths and weaknesses and how family members relate to each other.
4. Human Growth and Development Across the Lifespan
5. An understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.
6. Interpersonal Relationships
   An understanding of the development and maintenance of interpersonal relationships.
7. Parent Education and Guidance
8. An understanding of how parents teach, guide, and influence children and adolescents as well as the changing nature, dynamics and needs of the parent child relationship across the lifespan.

*Notes from HMS 340 should be retained to review for the CFLE exam.*

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

1. HMS 340 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, exams, and course information. Students who have technical difficulties accessing course homepage, assignments, or exams should call Student Assistance at 468-1919. Assistance is available Monday–Friday, 8:00 a.m. – 5:00 p.m.
2. Information notices and all assignments and discussion questions notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, exams, class list, drop box, and grades which will be posted in D2L. All exams will be accessible online. Students may also contact the instructor and/or other students via D2L mail tool.
3. Homepage News - The instructor primarily uses News on the Homepage to communicate with the class. If the instructor receives several e-mails that are similar, the instructor will post to the News and will not answer each e-mail individually.
4. Course content is delivered via D2L Management System which includes instructor chapter notes, assignments, exams, and discussion board questions directly relevant to the course content and CURRENT EVENTS.
5. Students are responsible for reading assigned chapters in the textbook, completing all posted assignments, discussion questions and related to CURRENT EVENTS.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A–F). There are tentatively 500 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=450-500 points; B=400-449 points; C=350-399 points; D=300-349 points; F=0-299 points. If necessary, revised required course points will be posted before final examination time period.

Students are responsible for all assignments and notices posted on the home page, and all messages sent to students via e-mail. 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.

Course Points are earned through:
1. Scores on exams = 300 Points. There will be 3 exams during the semester: Midterm Exam, Exam II, and Final Exam. Each exam = 100 points. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 2 class days or a grade of zero will be recorded. All exams will be taken online via D2L Management System. Exam will be accessible from 7:00 a.m. - 9:00 p.m. Students will have 65 minutes to complete the exam after logon.

There will be 50 multiple choice questions and each question must be answered before proceeding to the next question and it will not be possible to move backward and review previous questions. Exams are not intended to be open-book exams. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m.

3. Discussion Board = 100 Points. Discussion questions will relate to course content, assigned readings, and current events. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly to the Students’ Talk Board.

**Note: Response to Discussion # 1 will signify that the student has attended and participated in the class. A student who does not show participation will be dropped from financial aid for the course.

4. Class Assignments = 100 Points. Class assignments related to course content will be posted during the semester. Assignments will pertain to the course content, such as citing references in APA format, theoretical frameworks, moral reasoning, and brain development. Students must submit assignments as directed by due dates for credit.

Week of:

1. Introduction to the course.
   - The Science of Human Development/Scientific Method
   - The Life-Span Perspective/Ethical Principles for Research in Human Development.
     (Ch. 1)

2. Theories of Development
   - Review of Grand Theories/Newer Theories
   - Facts and Norms
     (Ch.2)

3. Biosocial Development in Middle Childhood.
   - Physical Growth, Activities, and Health Problems
   - Brain Development, and Children with Special Needs.
     (Ch. 11)

4. Cognitive Development in Middle Childhood
   - Building on Piaget’s and Vygotsky’s Theories
   - Language Development, Teaching and Learning
     (Ch. 12)
Midterm Exam - Chapters 1, 2, and 11. (Exam will be accessible from 4:00 a.m.-9:00 p.m.) *** Chapter 12 will be covered on Exam II. Exams are not intended to be open-book exams.

6 Psychosocial Development in Middle Childhood
   Families and Children, Children’s Friendships, Bully Behavior
   Children’s Moral Reasoning
   (Ch. 13)

7 Biosocial Development in Adolescence

8 Growth and Development, Puberty, and Nutrition
   Brain Development and Sexual Maturation
   (Ch. 14)

9 Exam II – Chapters 12, 13, and 14. (Exam will be accessible from 4:00 a.m.-9:00 p.m.) Exams are not intended to be open-book exams.

10 Cognitive Development in Adolescence
   Logic and Egocentrism, Formal Operational Thought
   Hypothetical-Deductive Reasoning, Technology and Cognition
   (Ch. 15)

11 Psychosocial Development in Adolescence
   Identity Formation, Relationships with Parents
   Peer Pressure, Depression, Drug Use and Abuse
   (Ch. 16)

12 Final Exam - Chapters 15, and 16. (Exam will be accessible from 4:00 a.m.-9:00 p.m.)

VI. Readings: Textbooks:

(Required)

(Recommended)

VII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Instructor will assign 5 extra-credit points for completing the survey.
VIII. Student Ethics and Policy Information:
Abiding by university policy is a responsibility of all university faculty and students. Specific policies may be located at http://www.sfasu.edu/atcofaadvising/176.asp

A. Class Attendance and Excused Absence: Policy 6.7

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

C. Student Academic Dishonesty: Policy 4.1

D. Student Appeals: Policy 6.3

E. Withheld Grades: Policy 5.5

F. Student Code of Conduct: Policy 10.4