Human Sciences
HMS 340.501 – Family Approaches to Middle Child/Adolescent Development
Fall 2019

Instructor: Jennifer Newquist, Ph.D., CFLE
Course Time and Location: Online
Credits: 3
Office: EDAN 133
Office Hours: Mondays 1:00-3:00pm, Tuesdays and Thursdays 11:00am-12pm
Office Phone: (936) 468-1082

Mail: Only through D2L Mail: Click E-mail Icon on Home Page Toolbar

Prerequisites: None

I. Course Description

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

Course Justification: Students will receive extensive course content information either in-class or via online content modules equivalent to 450 minutes per week for 5 weeks and includes a one and a half hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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.

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
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.

Certification Competencies

Educator Standards for Family & Consumer Science Composite 6-12:

Course content in HMS 340 emphasizes the following TExES Standard:

TExES Standard III:

The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and service.

These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Notes from HMS 340 should be retained to review for the TExES Exam.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Describe developmental changes in the physical, cognitive, and social/emotional domains.
- Articulate family influences on development.
- Examine peer relations, friendship development, and peer acceptance.
- Examine social issues such as drug use, sexual activity, adolescent pregnancy and parenthood, juvenile delinquency and the subsequent influence on human development.
• Identify the processes involved in the quest for self-identity, self-esteem, and identity statuses.
• Examine adolescent thinking, decision-making process, and risk-taking behaviors.

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, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.

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%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. 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. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment by the due date. Do not request to submit an assignment late for any of these reasons.

Course points are earned through:

- **Student Introduction = 10 points.** Students must post introductions to the class through the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly.
- **Discussion Board = 60 total points** (3x20pts). Discussion questions will relate to course content related to child and adolescent biosocial, cognitive, and psychosocial development. 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.
- **Class Assignments = 75 total points** (3x25pts). All assignments must be submitted in the Dropbox as Word.doc or doc-x files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the
Assignments related to course content about child and adolescent biosocial, cognitive, and psychosocial will be posted during the semester.

- **Informational Newsletter = 100 points.** Students will develop a two page informational newsletter designed for parents or community members about a topic related to middle childhood or adolescent development. Students will use at least four resources (including the textbook) to obtain information to develop the newsletter. Resources do not have to be scholarly journals, however they do have to be a reliable source. Some examples of reliable sources include: the Centers for Disease Control, American Academy of Child and Adolescent Psychiatry, National Institute for Neurological Disorders, American Psychological Association, U.S. Department of Health and Human Services, and the National Institute of Health.

The newsletter needs to include some general information about the topic including statistics, and helpful information for parents and/or the community about the topic. Helpful information might include some ways that individuals can help prevent the topic and how to work with children who have this issue. You will choose from one of the following topics: Childhood Obesity, ADHD, Learning Disorders, Autism, Stress in Childhood, Bullying, Eating Disorders, Teen Pregnancy, Sexually Transmitted Infections, Adolescents and Technology, Peer Relationships in Adolescence, Teen Depression, Teen Suicide, Drug Use/Abuse. Please include a list of your references in APA format separate from your newsletter.

- **Exams= 150 points (3x50pts.).** Exams will cover major content in chapters covered in text. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Destination: Career Exploration=50 point grade replacement (optional)** Students can choose to attend an excursion to the Children’s Museum of Houston on October 4. The cost to register for this excursion is $25.00 and does not include parking and lunch. You will be responsible for your own transportation to the museum. This excursion is limited to 30 students. Students who attend the excursion will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. If students who attend the excursion choose this class for grade replacement, they WILL NOT need to take the Middle Childhood Exam and will receive a grade of 100% on the exam. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count.

- **Extra Credit (optional):** Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

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

**All due dates in Central time zone**
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Aug 26-30</td>
<td>Getting Started Module</td>
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<tr>
<td></td>
<td><strong>Student Introduction due 8/30 at 11pm</strong></td>
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<td></td>
<td>Begin Chapters 1 and 2</td>
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<td></td>
<td>Research and Theory</td>
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<tr>
<td>Sept 2-6</td>
<td>Continue Chapters 1 and 2</td>
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<td></td>
<td>Research and Theory</td>
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<td></td>
<td><strong>Major Developmental Theories Discussion due 9/6 at 11pm</strong></td>
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<td>Sept 9-13</td>
<td>Chapter 11</td>
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<td></td>
<td>Biosocial Development in Middle Childhood</td>
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<tr>
<td></td>
<td><strong>Chapter 1 and 2 Exam due 9/13 at 11pm</strong></td>
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<td>Sept 16-20</td>
<td>Continue Chapter 11</td>
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<td></td>
<td>Biosocial Development in Middle Childhood</td>
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<td></td>
<td><strong>Images of Obesity Discussion due 9/20 at 11pm</strong></td>
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<td>Sept 23-27</td>
<td>Begin Chapter 12</td>
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<td>Cognitive Development in Middle Childhood</td>
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<td>Sept 30-Oct 4</td>
<td>Continue Chapter 12</td>
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<td></td>
<td>Cognitive Development in Middle Childhood</td>
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<tr>
<td>October 4</td>
<td><strong>Destination: Career Exploration</strong></td>
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<td></td>
<td><strong>Children's Museum of Houston Field Trip</strong></td>
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<td>Oct 7-11</td>
<td>Begin Chapter 13</td>
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<td></td>
<td>Psychosocial Development in Middle Childhood</td>
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<td><strong>Bullying Assignment due 10/11 at 11pm</strong></td>
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<td>Oct 14-18</td>
<td>Continue Chapter 13</td>
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<td></td>
<td>Psychosocial Development in Middle Childhood</td>
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<td>Oct 21-25</td>
<td>Begin Chapter 14</td>
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<td></td>
<td>Biosocial Development in Adolescence</td>
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<td></td>
<td><strong>Middle Childhood Exam due 10/25 at 11pm</strong></td>
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<td>Oct 28-Nov 1</td>
<td>Continue Chapter 14</td>
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<td></td>
<td>Biosocial Development in Adolescence</td>
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<td><strong>Personal Reflection on Puberty Assignment due 11/1 at 11pm</strong></td>
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<td>Nov 4-8</td>
<td>Begin Chapter 15</td>
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<td></td>
<td>Cognitive Development in Adolescence</td>
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<td></td>
<td><strong>High Stakes Testing Discussion due 11/8 at 11pm</strong></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 grades are posted.

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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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.