Human Sciences

HMS 203

Human Growth and Development: Infancy through Adolescence

Spring 2019

Instructor: Carla Coffee

Office Hours: Tuesday 4:45-5:45 or until everyone has left, or contact me anytime through D2L

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

Credits: 3

Prerequisites: None

Mail: Email: Only through Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name.

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 human development and serves as one of the foundation courses in the Human Development and Family Studies 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 human 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 identify 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. Certification Competencies**

**Secondary Education Standards**

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<tr>
<th>TExES PPR Exam (160) Framework</th>
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**Educator Standards for Family & Consumer Science Composite 6-12:**
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/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**Standard II.** Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 2.1k, 2.1s, 2.2s, 2.4s, 2.14s).

**Standard III.** Human Development, Education, and Services: 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 services. (Specific Sub-Standards: 3.2k, 3.3k, 3.1s, 3.2s, 3.3s, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s).

The Educator Standards are addressed in the following assessments:

Exam 1-(2.1k, 2.1s, 2.2s, 2.4s, 2.14s, 3.2k, 3.3k, 3.1s, 3.2s, 3.9s)

Exam 2-(2.1k, 2.1s, 2.2s, 2.4s, 2.14s, 3.2k, 3.3k, 3.2s, 3.3s, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s)

Exam 3-(2.1k, 2.1s, 2.2s, 2.4s, 2.14s, 3.2k, 3.3k, 3.2s, 3.3s, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s)

Exam 4-(2.1k, 2.1s, 2.2s, 2.4s, 2.14s, 3.2k, 3.3k, 3.2s, 3.3s, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s)

**IV. 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 syllabus, Power Points for classroom lectures, tools for class assignments, 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, and assignments. **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.**

V. 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.

\[
A=90-100\% \text{ of required points; } B=80-89\%; \ C=70-79\%; \ D=60-69\%; \ F=0-59\%.
\]

Course Points:

1. **Exams- 400 points (4 x 100 points).** Students will take a total of 4 exams throughout the course semester. Exams 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. 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 in class.** Students will have 75 minutes to complete the exam.

   **Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason (written documentation must be provided).** 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. **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.

3. **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.

4. **In-Class Activities – 10 points.** These assignments may not be announced ahead of time and cannot be made up if missed. Students must be in class to turn in or participate in extra credit assignments.

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer or failing to view the assignments/discussions/exams are unacceptable
reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion/exam late for any of these reasons.

VI. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due &amp; Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Welcome to Class</td>
<td>Course Syllabus</td>
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<td></td>
<td>24</td>
<td>History, Theory, and Research Strategies</td>
<td>Chapter 1</td>
<td></td>
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<td>2</td>
<td>29</td>
<td>Genetic and Environmental Foundations</td>
<td>Chapter 2</td>
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<td></td>
<td>31</td>
<td>Prenatal Development</td>
<td>Chapter 3</td>
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<td>3</td>
<td>Feb 5</td>
<td>Prenatal Development</td>
<td>Chapter 3</td>
<td>Classroom Interview Opens</td>
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<td></td>
<td>7</td>
<td>Exam 1</td>
<td>No Readings</td>
<td>Exam 1 Chapters 1, 2, and 3</td>
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<td>100 Points</td>
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<td>4</td>
<td>12</td>
<td>Physical Development in Infancy and Toddlerhood</td>
<td>Chapter 5</td>
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<td>14</td>
<td>Physical Development in Early Childhood</td>
<td>Chapter 8</td>
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<td>5</td>
<td>19</td>
<td>Cognitive Development in Infancy and Toddlerhood</td>
<td>Chapter 6</td>
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<td>21</td>
<td>Cognitive Development in Infancy and Toddlerhood</td>
<td>Chapter 6</td>
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<td>6</td>
<td>26</td>
<td>Cognitive Development in Early Childhood</td>
<td>Chapter 9</td>
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<td></td>
<td>28</td>
<td>Emotional and Social Development in Infancy and Toddlerhood</td>
<td>Chapter 7</td>
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<td>7</td>
<td>Mar 5</td>
<td>Emotional and Social Development in Early Childhood</td>
<td>Chapter 10</td>
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<td>7</td>
<td>Emotional and Social Development in Early Childhood</td>
<td>Chapter 10</td>
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<td>8</td>
<td>12</td>
<td>Emotional and Social Development in Early Childhood</td>
<td>Chapter 10</td>
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<td>Week</td>
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|      | 14     | Exam 2                          | Chapters 5, 6, 7, 8, 9, 10        | Exam 2 Chapters 5, 6, 7, 8, 9, 10  
|       |        |                                 |                                   | 100 Points               |
|      |        |                                 |                                   | Classroom Interview Due  
|       |        |                                 |                                   | 50 Points                 |
| 18-22| SPRING BREAK | SPRING BREAK                  | SPRING BREAK                     | SPRING BREAK             |
| 9    | 26     | Physical Development in Middle Childhood | Chapter 11                      |                          |
|      | 28     | Physical Development in Middle Childhood | Chapter 11                      |                          |
| 10   | Apr 2  | Cognitive Development in Middle Childhood | Chapter 12                      | ECRC Tour                |
|      | 4      | Cognitive Development in Middle Childhood | Chapter 12                      | ECRC Tour                |
| 11   | 9      | Emotional and Social Development in Middle Childhood | Chapter 13                      |                          |
|      | 11     | Emotional and Social Development in Middle Childhood | Chapter 13                      |                          |
| 12   | 16     | Exam 3                          | No Readings                      | Exam 3 Chapters 11, 12, 13  
|      | 18     | NO CLASS: HOLIDAY               | NO CLASS: HOLIDAY                | 100 Points               |
| 13   | 23     | Physical Development in Adolescence | Chapter 14                      |                          |
|      | 25     | Physical Development in Adolescence | Chapter 14                      | ECRC Tour Assignment Due  
|       |        |                                 |                                   | 50 Points                 |
| 14   | 30     | Cognitive Development in Adolescence | Chapter 15                      |                          |
|      | May 2  | Cognitive Development in Adolescence | Chapter 15                      |                          |
| 15   | 7      | Emotional and Social Development in Adolescence | Chapter 16                      |                          |
|      | 9      | Emotional and Social Development in Adolescence | Chapter 16                      |                          |
| 16   | 16     | Exam 4                          | No Readings                      | Exam 4 Chapters 14, 15, 16  
|       |        |                                 |                                   | 100 Points               |

VII. Readings: Required:
VIII. 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 (including the first 12 day attendance report) 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/](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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r1=Y.

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor
for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior

In a face-to-face course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for
synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

**Class participation**

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule *prior* to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.