# School of Human Sciences
## HMS 340 - Family Approach To Middle Childhood/Adolescent Development
### Spring, 2019

**Instructor:** Lisa Mize, Ph.D.

**Course Time & Location:** Online

**Office Hours:**
- Monday: 10:30 – 11:30 AM
- Tuesday: 1:30 – 2:30 PM
- Wednesday: 9 – noon
- Additional times are available by appointment

**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.

Check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

## 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

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 develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

**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:**

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. **Families and Individuals in Family Context**
   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**
   An understanding of family strengths and weaknesses and how family members relate to each other.

3. **Human Growth and Development Across the Lifespan**
   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.

5. **Interpersonal Relationships**
   An understanding of the development and maintenance of interpersonal relationships.

7. **Parent Education and Guidance**
   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.*

**Teacher Certification:**

The course prepares students seeking certification in Family Consumer Sciences to meet TExES 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.

Notes from this class should be retained for review purposes for the TExES.

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. 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. Students are responsible for reading assigned chapters in the textbook, and completing all posted assignments and discussion questions.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 525 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=472-525 points; B=420-471 points; C=367-419 points; D=315-366 points; F=0-314 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 will be taken online via D2L Management System. Exam will be accessible from 4:00 a.m. - 11:00 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 = 150 Points (6 X 25 each). Discussion questions will relate to course content, current events and assigned readings. 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. **Dropbox Assignments = 75 Points (3 X 25 each).** Assignments will pertain to the course content, theoretical frameworks, moral reasoning, and brain development. Students must submit assignments as directed by due dates for credit.

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

**Schedule and Assigned Readings.** Please Read Chapter Notes as a Guide to Reading the Chapter and Study Tips.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Readings</th>
<th>Topics</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Week 1 &amp; 2:</td>
<td>Chapter 1</td>
<td>Introduction to the course. The Science of Human Development/Scientific Method The Life-Span Perspective/Ethical Principles for Research in Human Development.</td>
<td>Self-Introduction (Discussion Item 1)</td>
<td>Feb 3</td>
<td>25</td>
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<td>Jan 21 – Feb 3</td>
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<td>Week 3:</td>
<td>Chapter 2</td>
<td>Theories of Development Review of Grand Theories/Newer Theories Facts and Norms</td>
<td>Discussion 2</td>
<td>Feb 10</td>
<td>25</td>
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<td>Feb 4 - 10</td>
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<td>Week 4:</td>
<td>Chapter 11</td>
<td>Biosocial Development in Middle Childhood. Physical Growth, Activities, and Health Problems Brain Development, and Children with Special Needs.</td>
<td>Dropbox 1</td>
<td>Feb 17</td>
<td>25</td>
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<td>Feb 11 - 17</td>
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<td>Week 5:</td>
<td>Chapter 12</td>
<td>Cognitive Development in Middle Childhood Building on Piaget’s and Vygotsky’s Theories Language Development, Teaching and Learning</td>
<td>Discussion 3</td>
<td>Feb 24</td>
<td>25</td>
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<td>Feb 18 - 24</td>
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<td>Week 6:</td>
<td>Chapters 1,</td>
<td><em>Questions for Chapter 12 will be on the next exam</em> Midterm Exam</td>
<td>Midterm Exam</td>
<td>Feb 28</td>
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| Week 7: March 4 - 10 | Chapter 13 | Psychosocial Development in Middle Childhood
  |         | Families and Children, Children’s Friendships, Bully Behavior
  |         | Children’s Moral Reasoning
| Week 8: March 11 – 17 | Chapter 14 | Biosocial Development in Adolescence
  |         | Growth and Development, Puberty, and Nutrition
  |         | Brain Development and Sexual Maturation
| Week 9: March 18 – 24 | **Spring Break** | |
| Week 10: March 25 - 31 | Chapters 12, 13, 14 | Available 4 AM – 11 PM
  |         | Exam 2
| Week 11: April 1 - 7 | Chapter 15 | Cognitive Development in Adolescence
  |         | Logic and Egocentrism, Formal Operational Thought
  |         | Hypothetical-Deductive Reasoning, Technology and Cognition
| Week 12: April 8 – 14 | Chapter 16 | Psychosocial Development in Adolescence
  |         | Identity Formation, Relationships with Parents
  |         | Peer Pressure, Depression, Drug Use and Abuse
| Week 13: April 15 – April 21 |         | Dropbox 3
| Week 14: April 22 - 28 |         | Review grades and finalize
|
Week 15:  
April 29 – May 5  

SFA Course Evaluation Due  
May 5

Week 16:  
May 6 – 12  

Dead Week  

May 13  

Chapter 15, 16  

Final Exam  
4 AM – 11 PM  

Final Exam  
May 13  
100

VI. Readings


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: 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/

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**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).

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**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.

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**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.

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**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.


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 www.texes.ets.org/registrationBulletin/ <http://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 Martin at 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:
Assignments submitted after the due date will not be accepted and a zero will be recorded for that assignment. It is important to plan ahead and set your calendar reminders, and make any necessary arrangements to be able to take exams during the scheduled time periods.