I. **Course Description:**
Investigation of processes that influence physical growth, personality development and behavioral patterns of children. Research of theories related to effective parenting and child-rearing strategies.

**Course Justification:** Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper. Students in the course will engage in a variety of assignments which can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 3 hours completing associated activities and assessments.

**Course Delivery Modality:** This course uses online asynchronous course delivery.

**Diversity Statement:** James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

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, social justice and continued professional and intellectual development in an interconnected global society.

Additional information about the College of Education vision, mission, and core values can be found at [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us).

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).
Program Learning Outcomes

- Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

Student Learning Outcomes

This course provides students with a basic understanding of the human sciences graduate program and human sciences professions. Upon completion of this course, students should be able to:

- Increase knowledge of the impact adults have on the social/emotional development of children ages birth through adolescence.
- Summarize the progression of cognitive, physical, and social development of children ages birth through adolescence.
- Consume and analyze research related to various stages of development.
- Consume and analyze current research related to a variety of parenting issues.

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

1. **HDFS 5351 Agreement (5%)**
   At the beginning of the semester, students will complete an agreement quiz stating that they understand and agree to the requirements for the course. You will not be allowed to continue through the course until you complete this agreement. In addition, not completing this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.

2. **Discussions (45%)**
   There will be five discussions in which you will participate. These discussions will require you to think about information discussed in the class and respond to your peers. These discussions may require you to log-in and participate several times throughout the week, so carefully read the directions for each discussion. Discussions will be graded on the quality of the postings as well as the length of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer.

3. **Child Development & Parenting Resource Project (50%)**
   Your major project for the course is a presentation about a risk that impacts children’s development. The risk can be physical, cognitive, social, behavioral, or psychological. The risk can occur at any time during development covered in the course - prenatal to adolescence. You will develop an oral presentation and flyer that are parent focused as well as a resource handout which will have an academic focus about the condition. Be sure to include how families can more effectively advocate for their children.
   a. **Academic handout (20%)**: You will prepare a handout designed for your academic peers. This handout can be in a bulleted list format, but it should be in full sentences and have in-text citations where necessary. Your handout should include the following information:
      1. Description of the risk factor/disability/special need
      2. Research on the major intervention strategies used
      3. Information related to the role of culture, language, and disability for families
4. Practical information for working with diverse children and their families who are experiencing the risk
5. Reference list with a minimum of five academic peer-reviewed journal article references (items 1-3) and four references which may or may not be academic in nature (item 4)

b. Parent flyer (10%): You will prepare a one-page flyer intended to be given to parents with information on the risk factor, resources to help them advocate for their child and/or learn more about the risk factor, any other information you feel is important for parents to know. Appearance counts!

c. Oral Presentation (20%): You will record an oral presentation that is a minimum of 5 minutes in length and maximum of 10 minutes in length, designed as a session with parents as the audience that reports on the following:
   1. Research and understanding about the nature and characteristics of the risk
   2. How the risk affects children’s development
   3. Impact the risk has on the family
   4. Cultural views and sociocultural factors that may influence the risk factor
   5. Overview of educational and intervention approaches – choose 1-2 to highlight
   6. How parents can advocate for their child

General notes on assignments:

- Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:
Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access, access to Brightspace, and an SFA email account that you check often are essential parts of the course.

Required Technology:
- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email

General notes on Brightspace:

- HDFS 5351 is an online course and all content will be delivered through D2L. 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.

- Course content is delivered via class online content modules, Dropbox 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 (or download the app and set it to send you notifications). Neglecting to check Brightspace is NOT a valid excuse for not knowing course information.

- Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.

- Most assignments that you will upload to Brightspace should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

- The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:

1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.
IV. Evaluation & Assessments (Grading):
The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

A = 89.5% - 100%
B = 79.5% - 89.4%
C = 69.5% - 79.4%
D = 59.5% - 69.4%
F = 0% - 59.4%

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>HDFS 5351 Agreement</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Course Discussion/Videos</td>
<td>Discussion #1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion #2</td>
<td>20</td>
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<td>Discussion #3</td>
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<td>Discussion #4</td>
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<tr>
<td></td>
<td>Discussion #5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Discussion TOTAL</td>
<td>100</td>
<td>45%</td>
</tr>
<tr>
<td>Child Dev &amp; Parenting Resource Project</td>
<td>Academic Handout</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Parent Flyer</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: All categories are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your weighted grade for you throughout the semester.
V. Tentative Course Outline

NOTE: All submissions, unless otherwise noted, are to be uploaded to D2L Dropbox by 11:59 PM (CST) on the day they are due!!! Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change. Note: your text titled, Child Growth & Development is abbreviated as CG&D and your text titled, From Neurons to Neighborhoods: The Science of Early Childhood Development is abbreviated “Neurons”.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>Oct 18-24</td>
<td>Introduction to the course</td>
<td>Module Content &quot;Neurons&quot; Ch 1</td>
<td>Discussion #1 HDFS 5351 Agreement Quiz</td>
</tr>
<tr>
<td>Module 1</td>
<td>Oct 18-24</td>
<td>Theories of Child Development &amp; Parenting</td>
<td>Module Content Reading #1 &quot;Neurons&quot; Ch 9</td>
<td>Discussion #2</td>
</tr>
<tr>
<td>Module 2</td>
<td>Oct 25-31</td>
<td>Deciding to Become Parents Prenatal, Birth, &amp; Newborns</td>
<td>Module Content Reading #2 Reading #3 Reading #4 CG&amp;D Ch 2 &amp; 3</td>
<td>Discussion #3</td>
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<tr>
<td>Module 3</td>
<td>Nov 1-7</td>
<td>Infancy: Physical, cognitive, social; sociocultural contexts</td>
<td>Module Content Reading #5 Reading #6 CG&amp;D Ch 4-6</td>
<td>Discussion #4</td>
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<tr>
<td>Module 4</td>
<td>Nov 8-14</td>
<td>Preschool years – physical, cognitive, social; importance of play</td>
<td>Module Content Reading #7 “Neurons” Ch 7 CG&amp;D Ch 7-9</td>
<td>Academic Handout Due by November 14th</td>
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<td>Module 5</td>
<td>Nov 15-21</td>
<td>Middle childhood – physical, cognitive, social;</td>
<td>Module Content Reading #8 CG&amp;D Ch 10-12</td>
<td>Parent Flyer Due by November 21st</td>
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<tr>
<td></td>
<td>Fall Break</td>
<td>No classes this week!</td>
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</tr>
<tr>
<td>Module 6</td>
<td>Nov 29-Dec 5</td>
<td>Adolescence – physical, cognitive social; importance of peers</td>
<td>Module Content Reading #9 Reading #10 CG&amp;D Ch 13-15</td>
<td>Oral Presentation Due by December 5th</td>
</tr>
<tr>
<td>Module 7</td>
<td>Dec 6-10</td>
<td>Family relationships &amp; influences on dev and Intervention</td>
<td>Module Content “Neurons” Ch 3 “Neurons” Ch 10 “Neurons” Ch 13</td>
<td>Discussion #5 Due by December 10th at NOON CST</td>
</tr>
<tr>
<td>Module 8</td>
<td>Dec 6-10</td>
<td>Final Thoughts</td>
<td></td>
<td>Evaluation of Course</td>
</tr>
</tbody>
</table>
VI. **Course Readings** all of the following required texts & articles are open educational resources and do not need to be purchased to use. They will be provided as links or PDFs in the course.

**Required Course Texts (Do not purchase):**


**Additional Required Readings (Do not purchase):**

Reading #1

Reading #2

Reading #3

Reading #4

Reading #5

Reading #6

Reading #7
Reading #8

Reading #9

Reading #10

Suggested Course Reading (should be purchased & kept for the duration of your graduate career)
Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

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 http://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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)].
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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

**Student Mental Health**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**X. Other Relevant Course Information:**

**Acceptable Student Behavior**
In an online 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.

**Office Hours**
I conduct my office hours both in person and via Zoom, you may attend whichever way is more comfortable for you. When using Zoom, I try to conduct them (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there. What that means for you if we are on Zoom is that when you follow the link for office hours from the course and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already and no student in my physical office, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.