

FCS 1500: *Human Development In Context Across the Lifespan*  
<FULLY ONLINE VERSION>

**COURSE SYLLABUS – SPRING 2014**

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**COURSE OBJECTIVES**

This course is directed toward the examination and understanding of the processes of human development from conception through old age, death and dying. The primary objectives of this course are to help each student develop:

1. An appreciation for, and an understanding of human beings at different levels of development and the nature of influences on development from various ecological systems;
2. A sensitivity to developmental tasks at various points throughout the lifespan, and a motivation to be responsive to the needs of individuals at different ages;
3. An understanding of different philosophies through studying the contributions of selected leaders in the field;
4. An understanding of him/herself as a person, and the processes of development as they have functioned, and continue to function in his/her own individual life situations.

**COURSE REQUIREMENTS**

Text: Berger, K. (2013). *Invitation to the Life Span (Second Edition)*, Worth publishers. All students should purchase this textbook as you are not likely to complete this course successfully without it. All chapters of this text will be covered in this course, and you are responsible for most of the materials presented in the textbook. I will do my best to make you aware of exceptions to this general rule.

**\*\*NOTE:** If the University of Utah bookstore is selling multiple (e.g., hardcover, paperback and/or loose-leaf) versions of this text, be aware that *all of these versions have the same content*. Thus, the only differences between these versions should be cost and format. You should select the option that best suits you.

Lessons: The format of this online version of FCS 1500 is such that the course is divided into four sections that contain numerous *lessons*. Each lesson corresponds to a chapter or specific major section of a chapter in your textbook. You may think of these lessons as containing the information I would provide you in a lecture if the course were classroom based. It is each student's responsibility to read and extract information from the lessons in the same way he or she would listen to and extract information from a lecture. In some cases you will find that the lesson corresponds

very closely with the relevant textbook material. Other times, you will see that the information presented in the lesson is quite different from that provided by the textbook. In either case, it is expected that you will learn the material presented in the lessons.

Note that lessons will be released and thus be available to you one section of the course at a time. Each exam (see below) is scheduled for a specific range of dates and covers a specific amount of material. There is no benefit to moving through the lessons more quickly than is necessary for being prepared for each scheduled exam. Also, it is not possible to take the exams earlier than the scheduled date. It is for these reasons that I am controlling the availability to you of the lessons. Also, please be aware that lessons will not be available to you forever. It is recommended that you download and print them. Once an exam has passed, all lessons relevant to that exam will 'disappear' from the site.

Finally, *all lesson content is copyrighted material. Any use of these materials beyond what is reasonably necessary for completion of this course is prohibited without written permission from the instructor.*

Exams: Four examinations will be given throughout the semester; each of these will cover materials presented in the text book and lessons. PLEASE NOTE that you will be responsible for all text book content regardless of whether it has been directly addressed in the lessons. (You will be informed of any exceptions to this general rule.)

Exams will consist of **multiple choice questions only**. The first three exams will contain approximately 50 questions; the final exam will contain approximately 80 questions. The first three exams will cover only the materials from the corresponding sections of the course. The final exam will cover the materials corresponding to the fourth section of the course, along with a small number of questions that will be cumulative (more on this at a later time). Each exam will be worth 100 points.

**Reviews** for each exam will be provided approximately one week before the scheduled exam time.

***\*\*All testing will be online, and it is YOUR responsibility to complete each exam during the time it will be available to you to complete.*** Each of the exams will be available to you for four days (see below for specific dates). Please note, however, that you will only have one opportunity during the four-day period to complete each exam (meaning that you cannot take the same exam more than once). Should you fail to complete any of the exams during the respective examination periods, you will receive a 0 (zero) as your score for that exam.

**NOTE: You *MUST* take the exams as scheduled—there will be no make-ups (see “Welcome and FAQ” for more detail).**

**Assignments:** Four assignments will be offered throughout the semester; you will be required (and allowed) to complete **one** (and only one) of these assignments for full credit. Assignments will be limited to about 3 typewritten pages. You will be required to 'turn in' your assignment through the Canvas system by its specified due date. The assignment you choose to complete will be worth 100 points. (Additional information will be provided at a later time.)

**Grading:** Grades will be based on the **average** of your points accumulated across the four exams and one assignment completed throughout the semester. Generally speaking, point accumulations *averaging* between 93 and 100% will be awarded an A, 90-92 an A-, 87-89 a B+, 83-86% a B, 80-82 a B-, 77-79 a C+, 73-76 a C, 70-72% a C-, 67-69% a D+, 63-66 a D, 60-62 a D-, and point accumulations below 60% awarded an E. *Please be aware that incompletes will not be given.*

### **Standard University Policy Issues Relevant to this (and all) Course(s)**

The following language (or its equivalent) is relatively standard in accordance with University of Utah policy and should appear on all of your course syllabi:

**Students with Special Needs:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Academic Honesty:** All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

If it is discovered that you have engaged in academic misconduct of any type in this course, **the Family & Consumer Studies departmental policy states that you will be given a failing grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the online "Code of Student Rights and Responsibilities:" <http://www.regulations.utah.edu/academics/6-400.html>

**University Drop and Withdrawal Policies:** You may *drop* this class without penalty or permission until January 15, 2014. You may *withdraw* from the course without permission from January 15, 2014 to February 28, 2014, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After February 28, 2014, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

**Note:** The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah’s Student Code, which states *“the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*

**Anticipated Course Progression (and recommended pacing of materials)**

Note that some chapters/lessons contain a good deal more material than others. Recommended times for completion will vary accordingly. Also, there are more lessons than chapters because the lessons aim to organize the material in manageable ‘chunks.’ Using these guidelines, you should proceed at a pace that works for you.

**Section I:** Introduction, Background, Prenatal Development, Infant Development  
(Jan 6 – Feb 8) Readings: Chapters 1-4

Chapter 1/Lesson 1 -complete by January 11  
Chapter 1/Lessons 2 and 3 - complete by January 16  
Chapter 2/Lessons 4 - complete by January 19  
Chapter 2/Lessons 5 and 6 - complete by January 22  
Chapter 3/Lesson 7 - complete by January 27  
Chapter 3/Lesson 8 - complete by February 1  
Chapter 4/Lesson 9 - complete by February 5

- **FEB 5-8 (Week 5) EXAM 1**

**Continued...**

**Section II:** Early Childhood (Play Years), Middle Childhood (School Years)  
(Feb 8 – Mar 8) Readings: Chapters 5-8

Chapter 5/Lesson 10 - complete by February 12  
Chapter 5/Lesson 11 - complete by February 17  
Chapter 6/Lesson 12 - complete by February 21  
Chapter 7/Lesson 13 - complete by February 24  
Chapter 7/Lesson 14 - complete by March 1  
Chapter 8/Lesson 15 - complete by March 5

- **MAR 5-8** (Week 9)    **EXAM 2**

**Section III:** Adolescence, Emerging Adulthood  
(Mar 8 – Apr 5) Readings: Chapters 9-11

Chapter 9/Lessons 16 and 17 - complete by March 13  
Chapter 10/Lesson 18 - complete by March 18  
Chapter 11/Lesson 19 - complete by March 23  
Chapter 11/Lesson 20 - complete by March 28  
Chapter 11/Lesson 21 - complete by April 2

- **APR 2-5** (Week 13)    **EXAM 3**

**Section IV:** Adulthood and Late Adulthood; Death and Dying  
(Apr 5 – Apr 28) Readings: Chapters 12-15 and Epilogue

Chapter 12/Lesson 22 - complete by April 8  
Chapter 12/Lesson 23 - complete by April 12  
Chapter 13/Lesson 24 - complete by April 15  
Chapter 14/Lesson 25 - complete by April 19  
Chapter 14/Lesson 26 - complete by April 22  
Chapter 15/Lesson 27 - complete by April 25  
Epilogue/Lesson 28 - complete by Final Exam

- **APR 25-28** (Week 16/17)    **EXAM 4** (1/4 of final will be comprehensive)