

FCS 1500: *Lifespan Human Development*  
<FULLY ONLINE VERSION>  
**COURSE SYLLABUS – SPRING 2018**

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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:

1. Recognize and identify the influences on human development at each stage and in all relevant contexts (e.g., family, school, culture).
2. Examine human development within specific stages and interpret in terms of developmental tasks and challenges most relevant to each stage.
3. Become motivated to apply course content and to be aware of and empathize with the needs of individuals at different developmental stages.
4. Identify and recognize different theoretical perspectives central to the study of human development across the lifespan.
5. Discover connections between course content/theories and the self by exploring the ways in which this content applies to one's own experiences, past and present.

**COURSE REQUIREMENTS**

Text: Berger, K. (2016). *Invitation to the Life Span (Third 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: This online FCS 1500 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 (and videos where relevant) in the same way he or she would listen to and extract information from a lecture. In some cases you will find that the lessons correspond very closely with the relevant textbook material. Other times, you will see that the information presented in the lessons 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, you will no longer have online access to the lessons relevant to that completed exam.

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.*** For each of the first three exams, you will have a 4-day window for completion; there will be a 5-day window for the final exam (see below for specific dates). Please note, however, that *you will only have one opportunity* to complete each exam during its multi-day availability period (meaning you cannot take the same exam more than once, and you may access it only to complete it). 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* complete the exams as scheduled—there will be no make-ups (see “Welcome and FAQ” for more detail.)**

Assignments: Each student will be required to complete **two written assignments** (not including the discussion paper—see below) during the semester. Four assignments will be offered, and you must decide which *two of the four* you will complete. One must come from the two assignments that will be offered during the first half of the course; the other must come from the two assignments that will be offered during the second half of the course. In all cases, your written assignments must be submitted through Canvas. (Additional information will be provided at a later time.)

Discussion: A separate document explains the course requirements as they pertain to discussion. Here it will suffice to note that *each student must make at least **two** contributions to each of **two** discussions* over the course of the semester (minimum total of four discussion contributions), and *each student must submit a **written paper*** related to her or his experience with a single discussion topic.

Grading: Grades will be based on the **average** of your points accumulated across *the four exams, two written assignments and one discussion paper* 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.

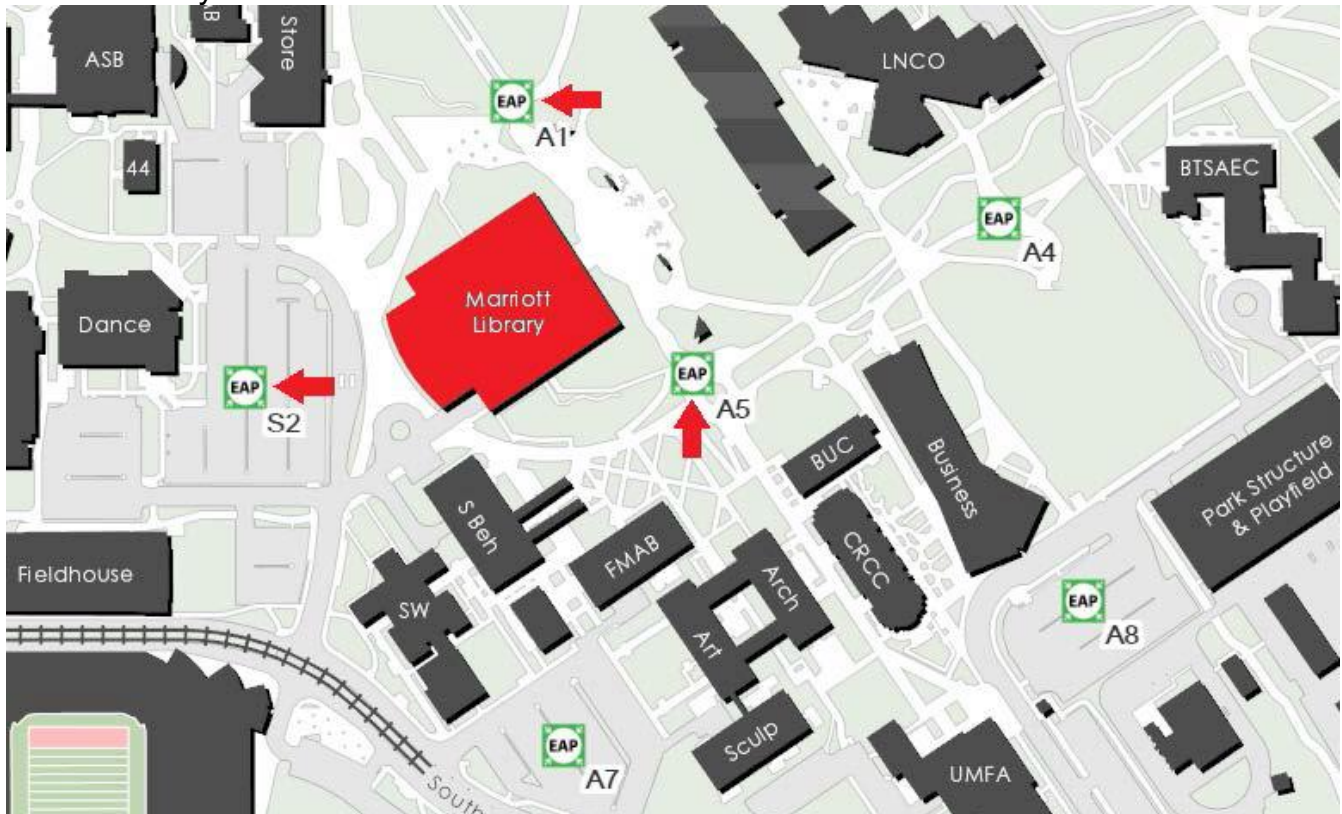
**Academic Honesty:** All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments (such as by receiving help with an exam), 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 19, 2018. You may *withdraw* from the course without permission from January 20, 2018 to March 2, 2018, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After March 4, 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.

**University Emergency Action Plan:** Please see the following information provided by the University of Utah:



### **BUILDING EVACUATION**

EAP (Emergency Assembly Point) – When you receive a notification to evacuate a building either by campus text alert system or by building fire alarm, please proceed in an orderly fashion to the EAP designated for that building. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.

### **CAMPUS RESOURCES**

**U Heads Up App:** There’s an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

**Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

**See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

**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 (including videos) 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 8 – Feb 10) Readings: Chapters 1-4

Chapter 1/Lesson 1 - complete by January 13  
Chapter 1/Lessons 2 and 3 - complete by January 18  
Chapter 2/Lessons 4 - complete by January 21  
Chapter 2/Lessons 5 and 6 - complete by January 24  
Chapter 3/Lesson 7 - complete by January 29  
Chapter 3/Lesson 8 - complete by February 3  
Chapter 4/Lesson 9 - complete by February 7

- **FEB 7-10** (Week 5) **EXAM 1**

**Section II:** Early Childhood (Play Years), Middle Childhood (School Years)  
(Feb 10 – Mar 10) Readings: Chapters 5-8

Chapter 5/Lesson 10 - complete by February 14  
Chapter 5/Lesson 11 - complete by February 18  
Chapter 6/Lesson 12 - complete by February 23  
Chapter 7/Lesson 13 - complete by February 29  
Chapter 7/Lesson 14 - complete by March 2  
Chapter 8/Lesson 15 - complete by March 7

- **MAR 7-10** (Week 9) **EXAM 2**

**CONTINUED...**

**Section III:** Adolescence, Emerging Adulthood  
(Mar 10 – Apr 7) Readings: Chapters 9-11

Chapter 9/Lessons 16 and 17 - complete by March 16

Chapter 10/Lesson 18 - complete by March 21

Chapter 11/Lesson 19 - complete by March 27

Chapter 11/Lesson 20 - complete by March 31

Chapter 11/Lesson 21 - complete by April 4

- **APR 4-7** (Week 13)      **EXAM 3**

**Section IV:** Adulthood and Late Adulthood; Death and Dying  
(Apr 7 – Apr 30) Readings: Chapters 12-15 and Epilogue

Chapter 12/Lesson 22 - complete by April 10

Chapter 12/Lesson 23 - complete by April 13

Chapter 13/Lesson 24 - complete by April 16

Chapter 14/Lesson 25 - complete by April 19

Chapter 14/Lesson 26 - complete by April 21

Chapter 15/Lesson 27 - complete by April 24

Epilogue/Lesson 28 - complete by Final Exam

- **APR 26-30** (Week 16/17)      **EXAM 4** (1/4 of final will be comprehensive)