**FCS 301(1): Lifespan Development**

**Spring, 2020 (Online) 3 Credits**

**Instructor**: Dr. Heather Von Bank

**Office Hours:** Mon/Wed 9:00 – 11;00 am;

Mon 1:00 – 3:00pm; Tues 11:00 am – 3:00 pm

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**Online class:** Welcome to FCS 301 Lifespan Development! Although this class does not meet in person, students are still responsible for following the class schedule and completing assignments and exams as scheduled. Make sure to check the course schedule in this syllabus and posted on D2L so that you know when assignments and exams are due.

**Email**: If you email with questions about your grade or about the course, please include a **subject line** that describes your question (ie. attendance) and identify yourself in your email. Please use a professional tone, correct grammar and spelling, and please remember to sign your name to the email. In your emails please address me as Professor Von Bank, Dr. Von Bank, or Heather, ***NOT “hey.”***

**Technical Issues:** Please make sure that you are comfortable using aspects of D2L & Flash Player. I have created video lectures that play using Flash, unfortunately, these videos cannot be viewed with IPADS or IMACS. Use the D2L helpline to resolve any technical problems: <http://d2l.custhelp.com/app/answers/list> **Technical problems or computer access will not be an excuse for missing any required course assignments** (unless, of course, D2L is experiencing system problems).

**Required Textbook**

Von Bank, H. (2018). Lifespan Development: Telling the Human Story. Dubuque: Great River Learning Technologies. Students can purchase this e-book (electronic book) [at Barnes & Noble bookstore](http://mnsu-mankato.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=22569&catalogId=10001&langId=-1) OR [Maverick Book Store](http://www.neebo.com/mnsu) OR directly from Great River Learning <https://www.grtep.com/>



**Course Description**

In this course we will study human development from conception through adulthood including aging and death. Emphasis is placed on physical, cognitive, social, and emotional development. Observation and documentation of sequences in development of individuals across the lifespan are required.

**Course Objectives**

* Add to students’ knowledge and understanding about the theories of life stages and the course of development.
* Develop students’ observation skills in order to describe, explain and compare different stages of lifespan development
* Improve students’ verbal abilities and writing skills through a series of written assignments, classroom discussions, and observation strategies
* Students will become familiar with developmental theories with respect to specific areas (social, personality, physical, cognitive) across the lifespan and apply theories to individuals and groups of people.

**Family Consumer Science Teaching Standards Addressed by this Course:**

**3.A.8 :** The developmental changes of individuals across the life span and ways to meet their corresponding physical, emotional, cognitive, social, and moral development needs.

**What you can expect from this online class**

We will cover the following topics and stages of lifespan development

* 1. Foundations of Development
  2. Research Methods
  3. Prenatal Development
  4. Infancy
  5. Early Childhood
  6. Middle Childhood,
  7. Adolescence
  8. Early Adulthood,
  9. Middle Adulthood
  10. Late Adulthood
  11. Death, Dying and Bereavement

Lectures are available on Monday morning by 10:00am and students will turn in assignments and take quizzes on certain due dates. Students should spend time working on this class like any other class. Students are not required to attend class at specific times, but to be successful, put in the same amount of work for a class that you attend in person (3 hours per credit, a week).

**Course Requirements (440 points total).** Students are required to do ALL of these assignments. If you want to be successful in this class and get an A, plan ahead and find time to complete your work. Here’s an outline of what you will be required to do.

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| --- | --- |
| **Participation Assessments - 120 pts** | **Learning Assessments – 320 pts** |
| **D2L Discussion**   * **Introduce Yourself Due Saturday 1/25 @ 11:59 pm (10 pts):** Tell us about yourself on D2L. | **Quizzes (220 points)**   * + 11 quizzes @ 20 pts each. Students will take quizzes via online textbook; students are allowed 25 minutes to take the 20-item quiz. Dates on course schedule **@ 11:59pm** |
| **Writing Exercises & Activities (110 points possible)**   * Students will complete writing exercises and activities included throughout the textbook. Students’ successful completion (description below) will determine their grades. Writing exercises are **Due: 5/1** | **Lifespan Paper (100 pts) Due Monday 5/4**  Choose to write a 4-page paper on ONE of the following topics.   * Observations of Childhood * Interviews Across the Lifespan * Media’s Take on the Lifespan |

**Grading Scale:**

A+ 97 - 100

A 93 – 96

A- 90 – 92

B+ 87 - 89

B 83 - 86

B- 80 - 82

C+ 77 – 79

C 73 - 76

C- 70 – 72

D+ 67 - 69

D 63 - 66

D- 60 – 62

F Below 60

**Reasonable Accommodations:** MSU, Mankato provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, (Memorial Library 132, telephone 389-2825, TDD 711) to establish an accommodation plan and then contact me as soon as possible. As a particular acknowledgment of an individual’s service to our country faculty are committed to providing resources to veterans/military students which will assist in smooth navigation of the university environment and a successful educational experience. Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor.

**Description of Course Requirements**

**Lectures and Readings.** Students taking this online course will NEED to read the online text book, **watch and listen to** all the lectures, **and** **take notes**, just as if you were in class. Using multiple methods to learn is the best advice I can give: hear the lecture, see the power-point slides, write questions reviewing lecture textbook, and take notes while reading the book. Lectures will be open for each section by 10:00am on Mondays. The lectures also feature an audio track with my voice describing the lecture. You can listen to the lecture just like you would watch a youtube video clip.

***Participation Assessments (120pts)***

**Introduce Yourself on D2L Discussion Board (10 pts), Due by Saturday 1/25 at 11:59 pm.** Take 1-2 minutes of your time the first week of classes and introduce yourself to your classmates via video! By doing this, not only will you receive 10 points, it will allow the class to get to know one another, and will hopefully get you more familiar with onlines classes. Please provide the following information in your first post (if you’re really tech savvy upload a video of you introducing yourself like I did on D2L.

1. Your name, just first name is fine. Let us know if your name is Katherine but you go by Katie.
2. Your major and year in school.
3. What was your favorite thing to play as a child?

**Writing Exercises & Activities (110 points possible). Due 5/1** Students will complete writing exercises and activities that are included throughout the online textbook. Students’ successful completion of the exercises will result in the following grades per chapter. Students will have the entire semester to complete these exercises.

* + 100% completion = 10 pts
  + 99 - 90% completion = 9 pts
  + 89 – 80% completion = 8 pts
  + 79 – 70% completion = 7 pts
  + 69 – 60% completion = 6 pts
  + 59 – 50% completion = 5 pts
  + 49 – 40% completion = 4 pts
  + 39 – 30% completion = 3 pts
  + 29 – 20% completion = 2 pts
  + 19 – 10% completion = 1 pt
  + 0% completion = 1 pts

Many of the questions ask about students’ perspectives or points of view, therefore there may or may not be a correct answer. To successfully complete the writing exercise or activity, students need to do the following

1. Use **complete sentences** to answer the questions.

2. **Address the question completely**. If the exercise asks students to provide four examples, then the students’ should provide four examples.

***Learning Assessments (320 pts)***

**Quizzes (220 points).** There will be 11 quizzes worth 20 points; the quizzes will be taken by the student online through the online text, THEREFORE YOU NEED TO PURCHASE THE BOOK. The dates of the quizzes are listed on ***course schedule due* @ 11:59pm*.*** The purpose of the quizzes is to encourage students' learning and understanding of the core concepts from the text. Quizzes will consist of 20 multiple-choice or true/false questions. The quizzes need to be taken by the due dates. Quizzes can be made up IF AND ONLY IF the student emails Dr. VB BEFORE the exam begins. DO NOT PHONE ME, PLEASE EMAIL.

**Lifespan Paper (100 points).** **Due on 5/4 @ 11:59 pm via D2L Assignments** Students will choose from the following topics and will write a **4 page paper**. Remember the following

* *Protect the anonymity of the children you are interviewing or observing; do not use their real names.*
* *When making comparisons between the age groups, format your paper’s sections by theory rather than age. This way you can focus your paper on theory and make age comparisons within themed sections.*

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| ***Topics*** | ***Task*** | ***Goal*** | ***Rubric*** |
| **Observing Childhood** | Observe ***two age groups*** of children btw. 6 months - 10 years. (6-8 hours observation)  Observations may be completed...    1. At the Children's House (infant, toddler, 3-4 year olds, 4-5 year olds classrooms.) *Students must sign in with the front office and maintain professionalism with your observations*  2. At the daycare where you work AS LONG AS YOU ARE STILL DOING YOUR JOB  3. With your nieces or nephews, cousins, younger siblings as long as their parents give permission.  (if you have your own children please consider observing other children, as you will be less biased)  4.If you are uncertain about your group, please talk to Dr. Von Bank. | Write down your observations of children and apply them to developmental theory!  1. Keep a journal and take notes while you are observing children. *Ex: “Five year old girl counts to five using her fingers.”*  2. Choose **TWO** theories to apply to your observations. *Ex: Piaget’s Stages and Vygotsky’s Zone of Proximal Development*  3. Make connections between what your see and how developmental theory can explain this. *Ex: the girl using her fingers to count could be connected to a cognitive theory as she understands that 2 comes after 1.* | 1. Opening Paragraph (5 points): Describe the children’s temperament, personality, gender, age). State the 2 theories  2. Theory (60 points): Use the theories from class & textbook to explain your observation. Ex: “Tom knows he is a boy regardless of his outward appearance (his long hair), to indicate he as gender constancy according to Sandra Bem.”  3. Application (25 points): Apply what you have learned from these observations. How will this information impact your personal or professional interactions with children? What should a parent, teacher, or caregiver know about children of this age?  4. References (10 points): APA style in-text citations & reference page. Reference **three sources.** Ex: *Textbook, website, and peer-reviewed journal* (ie Child Devt’ Journal of Marriage & the Family, Journal of Youth & Adolescence) |
| ***Topics*** | ***Task*** | ***Goal*** | ***Rubric*** |
| **Interviews Across the Lifespan** | Interview three people of different ages on an issue that we have discussed in class. For example:   * Changes to children’s play. * The expectations we have for children/teen/young adults. * How the definition of dating or marriage has changed.   Keep the following in mind.  1. Partcipants’ ages should differ by 10 year or more. Ex (20, 40, & 70 year old participants)  2. Recording devices (mp3 recordings) are NOT necessary, BUT if you do use it, make sure your participants have given verbal consent.  3. If you are uncertain about your topic, please talk to Dr. Von Bank. | To understand a developmental issue by interviewing three individuals and connect it to theory.  1. Conduct interviews with participants. Allow plenty of time for each interview (1 hour at least). Take notes while you are talking. Make sure your questions are open ended (not Yes or No questions), and allow for elaboration.  2. Choose **TWO** theories to apply to your observations. *Ex: Piaget’s Stages & Vygotsky’s Scaffolding*  3. Make connections between what you’ve learned from the interview and how developmental theory can explain it. *Ex: Teens have a difficult time concentrating on school work because of over scheduling and extracurricular activities.* | 1. Opening Paragraph (5 points): Less than one page describing the interviewee’s personalities, gender, age). State the 2 theories  2. Theory (60 points): Explain the two developmental theories by using the research we have discussed in class & from the textbook to show the progression of change.  3. Application (25 points): Apply what you have learned from the interviews. How will this information impact your personal or professional interactions with children? What should a parent, teacher, or caregiver know that you have learned from this interview?  4. References (10 points): APA style in-text citations & reference page. Reference **three sources.** Ex: *Textbook, website, and peer-reviewed journal* (ie Child Development, Journal of Marriage and the Family, Journal of Youth and Adolescence) |
| **Media’s Take on Lifespan** | Find **2** magazine or newspaper articles in the popular media (ex: Times, Newsweek, Star tribune) that address an issue at different points in the life span. For example, find articles about how a child vs. adolescent would address gender role identity confusion.  Keep the following in mind.  1. The articles can be found either online on in print. HOWEVER do not use a website as your source (about.com)  2. Print off the article OR provide  3. Cite your sources! Summarization of main ideas is preferred to direct quotations.  4. If you are uncertain about your topic, talk to Dr. Von Bank. | Examine an issue from class at different points in the lifespan using two news stories. Be sure to relate articles to developmental theory.  1. Search newspaper or magazine articles to examine an issue from class *Ex: gender role identity confusion*.  2. Choose **TWO** theories to apply to your observations. *Ex: Gender role identity theory (Gurnakova & Kusa, 2004)*  3. Make connections between the newspaper/magazines articles & how developmental theory can explain it*. Ex: Teens who have an androgynous gender identity tend to have higher self-esteem* | 1. Opening Paragraph (5 points): Less than one page describing the issue and main ideas from the news articles. State the 2 theories  2. Theory (60 points): Elaborate on the main ideas from the articles and use two developmental theories to explain the issue.  3. Application (25 points): Apply what you have learned from the articles. How will this information impact your personal or professional interactions with children? What should a parent, teacher, or caregiver know about children of this age?  4. References (10 points): APA style in-text citations & reference page. Reference the textbook and the two newsprint articles. |

***Extra Credit Opportunities***

1. Lecture Checkups. 3 Extra Credit Points possible

A couple times during the semester, there will be opportunities to receive extra credit points by paying attention to lectures…so make sure you are listening to them and taking notes!

1. Volunteer **(5 hours total, 15 pts).** Spend time with individuals from an age group that you don't usually hang out with. If you typically work with children, consider volunteering at an afterschool program for teens. If you already work with teen, maybe spend time with older adults. Then write a 2 page paper reflecting on your experience.  Depending on the level of reflection you do in the paper, you can get up to 15 extra points. Provide documentation from the lead supervisor that you have indeed volunteered. **Due 5/4 at 11:59pm on D2L**

**How to Format your Paper by APA Standards**

Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font or a similar font.

*In-text citations:* Use this format if you are referring to an idea from another work but **NOT** directly quoting the material. Follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, e.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

*Direct quotes:*  You need to include the author, year of publication, and the page number for the reference (preceded by “p.”). Introduce the quotation with a signal phrase (i.e. “according to” or “the author states”) that includes the author's last name followed by the date of publication in parentheses. For example: According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). OR It has been found that "students often had difficulty using APA style" (Jones, 1998 p. 199).

## Reference List: Basic Rules

Reference list appears at the end of your paper. Each source you cite must appear in your reference list. References should begin on a new page separate from the text of the paper; label this page References (no quotation marks, underlining), centered at the top of the page

* Hanging indent: All lines after the first line of each entry in your reference list should be indented
* Inverted Names: Authors' names are given last name first, and just the first initial. Use initials for all authors of a particular work unless the work has more than six authors. If more than six authors, list the first six authors and then use et al.
* Alphabetical: Reference list entries should be alphabetized by the last name of the first author

Examples:

#### Newspaper OR Magazine Article: Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/full/url/>

#### Example: Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://www.nytimes.com>

* **Book**: Last name, Author first name initial. (year). *Book title*. City published: Publisher.
  + Example for entire book:

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research*. Thousand Oaks: Sage.

(Include DOI **or** website retrieved)

* + Chapter from book:

Ladd, G.W. (1992). Themes and theories: Perspectives on processes in family-peer

relationships. In R. D. Parke & G.W. Ladd (Eds). *Family-peer relationships: Modes of linkage* (pp 1-34). Hillsdale: Erlbaum. (Include DOI **or** website retrieved)

* **Website:** Author. (Year [use n.d. if not given]).Article or page title. *Larger Publication Title*, volume or issue number. Retrieved from http://url address
  + Example**:** United States Environmental Protection Agency. (2004, July). *Drinking water standards*. Retrieved from US EPA website http://water.epa.gov/drink

**For all other sources see Dr. Von Bank, or check out** [**http://owl.english.purdue.edu/owl/**](http://owl.english.purdue.edu/owl/)

**Spring 2020, Online COURSE SCHEDULE FCS 301(1): Lifespan Development**

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic & Chapter** | | **Quizzes & Other Due Dates** | |
| 1 | Mon 1/13 | Introduction & Syllabus | |  | |
|  | Sat 1/24 |  | ***Introduce Yourself Post on D2L Discussions Due by Sat 1/25 @ 11:59pm*** | | |
| 2 | Mon 1/27 | Chapter 1: Foundational Concepts & Theories of Development | | ***Quiz 1 Closes Sat 2/1 @ 11:59pm*** | |
| 3 | Mon 2/3 | Chapter 2: Research Methods | | ***Quiz 2 Closes Sat 2/8 @ 11:59pm*** | |
| 4 | Mon 2/10 | Chapter 3: Prenatal Development & Birth | | ***Quiz 3 Closes Sat 2/15 @ 11:59pm*** | |
| 5 | Mon 2/17 | Chapter 4: Infant Development | | ***Quiz 4 Closes Sat 2/22 @ 11:59pm*** | |
| 6 | Mon 2/24 | Chapter 5: Early Childhood | | ***Quiz 5 Closes Sat 2/29 @ 11:59pm*** | |
| 7 | Mon 3/2 | Chapter 6: Middle Childhood | | ***Quiz 6 Closes Sat 3/7 @ 11:59pm*** | |
| 8 | Mon 3/9 | **Spring Break 3 /9 – 3/13, No Classes** | |  | |
| 9 | Mon 3/16 | Chapter 7: Adolescence | | ***Quiz 7 Closes Sat 3/21 @ 11:59pm*** | |
| 10 | Mon 3/23 | Chapter 8: Early Adulthood | | ***Quiz 8 Closes Sat 3/28 @ 11:59pm*** | |
| 11 | Mon 3/30 | **No Assignments** – Dr. Von Bank @ US Play Coalition Conference | | | |
| 12 | Mon 4/6 | Chapter 9: Middle Adulthood | | ***Quiz 9 Closes Sat 4/11 @ 11:59pm*** | |
| 13 | Mon 4/13 | Chapter 10: Late Adulthood | | ***Quiz 10 Closes Sat 4/18 @ 11:59pm*** | |
| 14 | Mon 4/20 | Chapter 11: Death, dying, and bereavement | | ***Quiz 11 Closes Sat 4/25 @ 11:59pm*** | |
| 15 | Mon 4/27 | **Writing Exercises Due *5/1 @ 11:59 pm*** | |  | |
|  | **Finals Week**  **5/4 – 5/8** |  | | | ***Final Lifespan Development Paper Due: Mon 5/4 @ 11:59 pm*** |

T*he instructor reserves the right to modify or correct errors on this syllabus*