FCS 1500: Lifespan Human Development
<FULLY ONLINE VERSION>
COURSE SYLLABUS – FALL 2019

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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. (2019). Invitation to the Life Span (Fourth 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 the course, and you are responsible for most of the material 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 (or other outlet) is selling multiple formats (e.g., hardcover, paperback, loose-leaf, e-book) of this text, be aware that all of these should have the same content. Thus, the only differences between these options should be cost and format, and you should select the option that best suits your needs.

Lessons: This online FCS 1500 course is divided into four sections that contain numerous lessons, many of which also contain videos. 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 and corresponding videos.
Note that lessons will be released and thus be available to you one section of the course at a time. Each section will have an exam (see below) scheduled for a specific range of dates and covering its corresponding section’s 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 (or later) than their scheduled dates. It is for these reasons that I am controlling your access to 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 and video content represents 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 material presented in the textbook and lessons. **PLEASE NOTE** that you will be responsible for all textbook 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 and final section of the course, along with 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. (See Welcome and FAQ for a bit more information about assignments.)
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 as it relates to a single discussion topic.

Grading: Grades will be based on the average of your points accumulated across the four exams, two written assignments and requirements surrounding one discussion paper completed throughout the semester (a total of 700 possible points). 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. Note 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 August 30, 2019. You may withdraw from the course without permission from August 31, 2019 to October 18, 2019, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After October 18, 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 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.
**University Safety:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.”

**Student Code of Conduct:** 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.’ **You should consider the dates below as guidelines and proceed at a pace that works best for you.**

**Section I:** Introduction, Background, Prenatal Development, Infant Development
(Aug 29 – Sep 21) Readings: Chapters 1-4

- Chapter 1/Lesson 1 -complete by August 24
- Chapter 1/Lessons 2 and 3 - complete by August 29
- Chapter 2/Lessons 4 - complete by September 1
- Chapter 2/Lessons 5 and 6 - complete by September 4
- Chapter 3/Lesson 7 - complete by September 9
- Chapter 3/Lesson 8 - complete by September 14
- Chapter 4/Lesson 9 - complete by September 18

  - **SEP 18-21** (Week 5) **EXAM 1**

**Section II:** Early Childhood (Play Years), Middle Childhood (School Years)
(Sep 22 – Oct 19) Readings: Chapters 5-8

- Chapter 5/Lesson 10 - complete by September 25
- Chapter 5/Lesson 11 - complete by September 29
- Chapter 6/Lesson 12 - complete by October 4
- Chapter 7/Lesson 13 - complete by October 8
- Chapter 7/Lesson 14 - complete by October 13
- Chapter 8/Lesson 15 - complete by October 16

  - **OCT 16-19** (Week 9) **EXAM 2**

CONTINUED…
**Section III:** Adolescence, Emerging Adulthood  
(Oct 20 – Nov 16)  
Readings: Chapters 9-11

Chapter 9/Lessons 16 and 17 - complete by October 25  
Chapter 10/Lesson 18 - complete by October 30  
Chapter 11/Lesson 19 - complete by November 4  
Chapter 11/Lesson 20 - complete by November 9  
Chapter 11/Lesson 21 - complete by November 13

- **NOV 13-16 (Week 13)  EXAM 3**

**Section IV:** Adulthood and Late Adulthood; Death and Dying  
(Nov 17 – Dec 11)  
Readings: Chapters 12-15 and Epilogue

Chapter 12/Lesson 22 - complete by November 19  
Chapter 12/Lesson 23 - complete by November 22  
Chapter 13/Lesson 24 - complete by November 25  
Chapter 14/Lesson 25 - complete by November 28  
Chapter 14/Lesson 26 - complete by November 30  
Chapter 15/Lesson 27 - complete by December 3  
Epilogue/Lesson 28 - complete by Final Exam

- **DEC 7-11 (Week 16/17)  EXAM 4 (1/4 of final will be comprehensive)**

**Note:** This syllabus is not a binding, legal contract. While it is unlikely, the syllabus may be modified by the instructor when students are given reasonable notice of the modification.