

HDCF 150-04
LIFESPAN HUMAN DEVELOPMENT—Spring 2008

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Class Time: Mon, Wed, Fri 9:00-9:50am, 125 Linfield
Office Hours: Mondays 10-11:30am or by appointment

SYLLABUS CONTENTS:

1. Course Information
2. Tentative Schedule (reading outline and assignment due dates)
3. Writing Guidelines
4. Student Contract

COURSE INFORMATION

Catalog Description of Course:

Cognitive, physical, emotional, and social factors in human growth and development from conception through adulthood, aging, and death. Emphasis on classical and contemporary theory, current research, and practical applications.

Required Textbook:

Bee, H & Boyd, D. (2006). *Development Through the Lifespan* (2nd Edition, Customized for \ Montana State University. Pearson Custom Publishing: Boston, MA.

Course Objectives:

1. Describe human development including physical, cognitive, emotional, and social development as an ongoing set or process involving both continuity and change.
2. Analyze different developmental events from the perspectives of the major theories.
3. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.
4. Apply knowledge from text and lecture to personal and professional life.

Attendance:

Regular attendance is expected. Students are expected to arrive promptly for each class and to remain for the entire session. Students must notify the instructor of absences before or as soon as possible after the missed class. Students who miss class will be responsible for obtaining notes and assignments from other students. It is in your best interest to get phone numbers or email addresses of classmates to get notes/assignments if you miss class. Participation in class discussion is encouraged. Because much of the success of class discussion depends on prior preparation, students are encouraged to complete the assigned readings before each class.

Office Hours:

The instructor is available to meet individually or with groups of students to assist with class material, assignments, and other relevant purposes. You are strongly urged to stop by during office hours or make an appointment if you need assistance or desire to discuss topics related to class.

Course Policies Regarding Communication:

There are several means of communication at your disposal:

1. Read your syllabus thoroughly—most of your answers are in the syllabus.
2. Attend class. Changes in the schedule and other announcements frequently occur during class.
3. E-mail both your classmate and your instructor (evanscounseling@yahoo.com).
4. Make appointments with your instructor as needed.
5. Leave a message on voice mail (580.0627).

Email/Listserve:

All students enrolled in this section will automatically be added to the listserve email group for this course. MSU uses whatever email address you have provided under “MY INFO” on the MSU website (www.montana.edu). If you are not receiving emails, it is your responsibility to check your personal profile and update your email address. If you are still having problems, please call ITC at 994-1777 to find out why you are not receiving class emails. Some servers (e.g. hotmail and yahoo) will sometimes block listserve messages, mistaking them for junk mail. In this case, you may need to use your MSU email address. Do not email the professor providing her with your email address or requesting that things be sent to you individually. If you update your “My Info”, you should be added to the listserve automatically. Please arrange with a classmate to get any missed emails.

Academic Dishonesty:

Plagiarism (using the work of another person and submitting it as your own) is strictly forbidden. Plagiarism includes using the work of your fellow students as well as other published materials that are not your own. The guidelines of MSU’s Academic Integrity Guidelines (MSU 2006-2008 Undergraduate Bulletin) will be followed in cases of academic dishonesty. These include the receipt of the grade of “F” for the assignment and/or the course and reporting of the offense to the appropriate office.

Course Requirements:

Exams

4 x 40 pts. = 160 points

There will be four, multiple-choice exams given during this course—a mid-term and final. Exams are not cumulative—each exam will test only on the material specified for that test. Exams will cover materials from the text, class lectures, supplemental readings, and class discussions. *You will be expected to take exams at their scheduled time and in the section in which you are enrolled.*

Students may not make use of any electronic devices during test taking. This includes, but is not limited to, iPods and cell phones. If you are concerned about exams, check into the study skills workshops offered each semester by Advance by Choice (SUB 146, 994.4541).

Make-Up Exams

Make-up exams will be given for *extraordinary reasons only*. Students are required to make arrangements with the instructor *in advance* and may be asked to provide written documentation of the reason for missing the exam before the student will be permitted to take the make-up exam. The format of the make-up exam may differ from that of the regular exam, although the content will be the same. The make-up exam will then be scheduled at the instructor’s convenience.

Written Assignments **3 assignments x 50 points each = 150 points**

1. As part of the requirements of a university core course, you will be required to complete three writing assignments.
2. Students are expected to familiarize themselves with each writing assignment required.
3. Specific requirements and criteria for each writing assignment will be emailed to students via the listserv. No hard copies will be made available.
4. Papers are due at the *beginning of class* on the dates designated on the course outline. Any late papers, papers left under the instructor's door, outside the door, or in the instructor's mailbox may have points taken off *unless* arrangements have been made with the instructor *prior* to the due date.
5. Students are expected to write their papers using APA format. Guidelines for APA formatting are available online at www.writingcenter.pdx.edu. You may also refer to the writing guidelines included in this syllabus. You are strongly encouraged to go to the Writing Center on Campus for extra support with your writing skills.
6. Papers will be graded on with attention to the following criteria: application of course materials, relevance to assigned topic, organization, spelling/grammar, and adherence to APA formatting. High standards of writing are expected for all assignments.

Application Assignments **75 points**

In- and out-of-class assignments, questions, or activities worth points ranging from 5 to 10 points will be given at random, unannounced times throughout the semester. Points may additionally be rewarded for attendance on specific days. These assignments will involve the application of materials covered in your text and in class lecture. It is important, therefore, to stay current with readings and to bring your textbook and notes to class.

Extra-Credit **Max of 2 assignments x 5 points = possible 10 points**

Throughout the course you will be offered extra credit opportunities. Assignments will be announced in class or sent via e-mail. Several extra-credit options will be offered, so students should not ask the instructor what he/she can do to 'earn extra points'. No more than one extra-credit assignment can be handed in during any given class period (i.e. you may not hand multiple extra-credit assignments in at any one time). No extra credit assignments will be accepted after April 25, 2008.

Grades

Grades will be based on the following points:

Exams	160
Writing Assignments	150
Application Assignments	90
Extra-Credit	<u>(20)</u>
Total:	400

Grading Scale (based on total points earned):

Points	Percentage	Grade	Grade Points
400-372	93	A	4.0
371-360	90	A-	3.7
359-348	87	B+	3.3
347-332	83	B	3.0
331-320	80	B-	2.7
319-308	77	C+	2.3
307-292	73	C	2.0
291-280	70	C-	1.7
279-260	65	D+	1.3
259-240	60	D	1.0
218-below		F	0.0

TENTATIVE COURSE OUTLINE:

Date	Topic	Assignment
Module 1: Beginnings, Theories, Pregnancy, Birth		
1/16, 18	Overview, Introduction, Research Theories	Ch. 1 & 2 <i>"The Identity Dance" A-1 (after Ch. 1)</i>
1/21	HOLIDAY	NO CLASS
1/23, 25	Theories, Prenatal	Ch. 2 Class contract due January 25
1/28, 30, 2/1	Prenatal, Birth, and the Neonate	Ch. 3
2/4, 6, 8	Prenatal, Birth, and the Neonate	Ch. 3
2/8	EXAM	Ch. 1-3
Module 2: Infancy, Early Childhood, and Middle Childhood		
2/11, 13, 15	Infancy & Toddlerhood: Physical / Cognitive	Ch. 4-5
2/13,15,	Infancy & Toddlerhood: Emotional / Social	Ch. 5-6 <i>"Four Things You Need to Know About Raising Baby" D-1 (after Ch. 6)</i>
2/18	HOLIDAY	NO CLASS
2/20, 22	Infancy & Toddlerhood: Emotional / Social	Ch. 5-6 <i>"Four Things You Need to Know About Raising Baby" D-1 (after Ch. 6)</i> Paper #1 Due February 22
2/25, 27, 29	Early & Middle Childhood: Physical / Cognitive	Ch. 7-10
3/3,5	Early & Middle Childhood: Emotional / Social	Ch. 7-10 <i>"The Power of No" G-1 (after Ch. 10)</i>
7	Exam	Ch. 4-10
Module 3: Adolescence, Early Adulthood		
3/10, 12, 14	SPRING BREAK	NO CLASS
3/17, 19	Adolescence: Physical	Ch. 11
3/21	HOLIDAY	NO CLASS
3/24, 26, 28	Adolescence: Physical / Cognitive / Social	Ch. 11-12
3/31	Adolescence: Social / Personality	Ch. 12 Paper #2 Due March 31
4/2, 4,	Early Adulthood: Physical / Cognitive	Ch. 13
4/7,9	Early Adulthood: Emotional / Social	Ch. 14
4/11	Exam	Ch. 11-14
Module 4: Middle, and Late Adulthood, Death & Dying		
4/14,16	Middle Adulthood: Physical / Cognitive	Ch. 15
4/18, 21	Middle Adulthood: Emotional / Social	Ch. 16
4/23,25	Death and Dying	Ch. 19 Paper #3 Due April 25
4/28, 30, 5/2	Late Adulthood: Physical/Cognitive/Social	Ch. 17-18
5/7	Final Exam 8-9:50am, 125 Linfield	Ch. 15-19

HDCF 150 WRITING GUIDELINES

Please refer to this resource before turning in each paper submitted during the course.

I. Paper Requirements for all papers**A. Staple (in upper left hand corner) a cover sheet to your paper**Do include:

1. Your name and date paper is written or submitted to instructor.
2. Section number.
3. Instructor's name.

Don't:

1. Use a paper clip in place of a staple.
2. Fold over corners in place of a staple.
3. Use a binder, folder, or cover.

B. Paper FormatDo:

1. Type, double spaced.
2. Use 12-point font maximum, no less than 10-point.
3. Make papers 3-4 pages in length, not including your reference and cover pages.
4. Include an introduction, body, and conclusion.
5. Cite at least one reference (see instructions below).

Optional:

1. Many instructors prefer typing on one side of the paper only. For sections taught by Kris Evans, printing on both sides is acceptable, and even encouraged, to conserve paper.

C. Paper MechanicsDo:

1. Use spell check or a dictionary.
2. Use grammar check along with spell check.
3. Have an introductory paragraph and a concluding paragraph that are somehow connected—tell the reader what you are going to talk about in the intro, use the body of the paper to tell the reader what you said you would talk about in the intro, then summarize what you talked about in the conclusion.
4. Use clear, concise vocabulary and sentence structure.
5. Have someone proofread your paper for content, structure, spelling, and grammar.

Don't:

1. Use a thesaurus to try to find fancier words for what you are trying to say.
2. Misuse fancy words that you have looked up in a thesaurus.
3. Use contractions (can't, don't, I'd, they're, etc.).
4. Use slang or casual lingo that is okay when talking, but not okay in an academic paper.
5. Use 'you' and 'your' in the paper.
6. Introduce new info in your conclusion.
7. Make assumptions in your paper—e.g. "We were a normal family" or "All teenagers are obsessed with their body". Back up your assertions with references!

II. Referencing (also known as *citing* your references)

If you state any piece of information in your paper that you got from somewhere or someone else, you must cite the source. If you don't, then you are plagiarizing. Plagiarism can lead to failing grades and even being expelled from the university. This is very serious and important. Types of sources that you may need to reference include books, magazines, lecture, interviews, websites, or other pieces of information that are not your own. With all the information available to students, it is important to recognize what are appropriate academic sources and what are not. For example, information secured on the web is not always from a legitimate source.

There are two ways you cite information (direct quotes vs. paraphrasing). Regardless of whether you paraphrase or use a direct quote, you must be sure to cite the reference in both the body of your paper and at the end of your paper on the reference page.

Following are examples of APA formatting for citing your references:

A. Referencing in the body of your paper: You must cite your source immediately after using the information in your paper.

- Paraphrasing a lecture or something out of another piece of information:

Example A: Statistics show that college students suffer episodic stress 30% of the time (Evans, lecture, 2005).

Example B: Many factors affect the rate of maturation (Berger, 1998).

When paraphrasing, a page number is not necessary.

- For direct, word-for-word quotes:

Example C: According to Berger, "Genetic factors and nutrition affect not only size, but rate of maturation as well" (Berger, 1998, p. 304).

You must include an exact page number, or range of page numbers for direct quotes.

Example D: When you cite one of the articles in the text.....

Jones describes the topic of conformity in his article, "Take As Directed" (as cited in Berk, 2004).

Remember to only include the page number after direct quotes:

Kim states, "Boredom is a common condition of schoolteachers" (as cited in Berk, 2004, p. A44).

B. Referencing at the end of your paper: After you cite a source of information in your paper, you must have a reference page at the end of you paper.

Example:

References

Bianchini, W. (2005, May 16). HDCF 150-01 Class Lecture.

Boyd, D. & Bee, H. (2006). Lifespan Human Development, 4th Ed. Boston: Allyn and Bacon.

Remember that the reference page should be double spaced, just like your paper and you reverse the indentation on the second line of your reference (i.e. the second line needs to be indented rather than the first line).

C. Citing Internet Sources

The APA manual states two things:

1. Direct readers as closely as possible to the information being cited—whenever possible, reference specific documents rather home or menu pages.
2. Provide internet addresses that work.

At a minimum, a reference of an internet source should provide a document title or description, a date (either of publication or of when your retrieved the info.—the difference should be made clear), and an address (the URL). Whenever possible, identify the authors as well. Following is an example from the manual:

Greater New Milford Area Healthy Community, Task Force on Teen Issues. (n.d.) *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymeal.org>.

**In the body of your paper I would put (familymealtime.org, n.d.) or something similar (n.d. stands for 'no date')

Trinity University, Sociology of Death and Dying, retrieved May 6, 2005, form <http://www.trinity.edu/~mkearl/death.html>.

The APA manual isn't very specific for internet sources, so do your best!

D. Citing Interviews and Personal Communications

Cite personal interviews as though they were a lecture, but it would be called a 'personal communication'. After you quote a person in the text of your paper, you would put something like this: (Sedgwick, personal communication, 2002). Then, on your reference page at the end of your paper, you would put:

Sedgwick, S., (2002, October 12). Personal Communication, Billings, MT.

III. Common Writing Errors to Avoid

- A. Run-on Sentences:** "I'm having a really good day because it's beautiful outside and I'm in a good mood it's because it's almost Christmas and I really like Christmas and I hope I get what I want and I'm going to get to see my parents."
- B. Incomplete Sentences:** "Because it's a nice day."
- C. Verbs that do not agree with subjects:** "Carol and Wendy has a nice office."
- D. Sentences ending in prepositions:** "This class is hard to get any thing out of."
- E. Grammar and punctuation:** Know when to use commas, colons, and semi-colons.
- F. Other miscellaneous suggestions:**
- Know the differences between:
 - Our, are, and hour
 - Affect and effect
 - Then and than
 - Adolescents and adolescence
 - Lead and led
 - Where, were, and wear
 - There, their, and they're
 - It's and its
 - Your and you're
 - Witch and which
 - Do not use the word 'myself' when referring to yourself.
 - It's fine to write the paper in the 'first person' (E.g. "I am writing my paper on..." or "I have learned...") when writing a paper that requires application to your own life experiences.
 - You may refer to the 'third person' (E.g. "One might believe..." or "Some people state..." or "He/she went...")
 - Never use 'second person' (E.g. "I can't tell you what to do" or "You can't tell from the research" or "You can make up your own mind" or "Do you know what I am saying?". Don't use 'you' or 'your' in your paper at all.
 - Keep verb tense consistent throughout your paper. (E.g. Don't say, "She is going to the store and then goes to the bank."

The information contained in this resource is not meant to insult anyone, but rather to address ways to write a quality academic paper and how to avoid common errors. If you have any concerns about your papers, please talk to your instructor!

**HDCF 150-04 Spring 2008
STUDENT CONTRACT**

By signing this Contract, I, _____:
(Print your name)

1. Verify that I have read the entire course syllabus for HDCF 150 and the Writing Guidelines.
2. Understand the guidelines and expectations of this course.
3. Agree to attend all classes during this 15-week session, unless extraordinary circumstances prevent me from doing so.
4. Agree to come to class prepared by doing the assigned readings and completing writing assignments before I come to class.
5. Agree to proofread my papers before handing them in and to only turn in college quality papers in this course.
6. Agree that if I have any questions about the course I will first refer to my syllabus to find the answer, check in with other students, and contact my instructor.
7. Agree that I will do what I need to do, as outlined in class, to get set up on the class listserv in order to receive information about the course.
8. Agree to take full responsibility for my learning in this class, including getting any missed notes, etc. from a classmate.
9. Understand when assignments are due and commit to adhere to the deadlines as listed in the syllabus.

Student Signature

Date

This contract must be read, signed, and turned back into the instructor on Friday, January 25 in order to stay in the class.