# Instructor Information

Name: Regina O'Shea-Hockett

Email: use internal WebCampus mail; if that is not available you may contact me at reginao@gwmail.gbcnv.edu

Phone: 775-853-6980 (home phone so please call between 9 AM- 7 PM only)

# Course Information

Course title: Lifespan Human Development

Course number and credits: HDFS 201, 3 credits; section IO2

Course dates: August 28, 2010 through December 15, 2010

Meeting times and dates: Internet based course; the student should check the calendar, class email and the discussion area at least two times per week.

# Catalog Description

Individual development, roles, and interrelationships within the family system through the lifespan.

# Course Description and Goals

This course was designed as a general overview of the growth and development of the individual and the relationships with family, peers and teachers throughout the life span. The course will describe typical development from pre-conception to death; examining the biosocial, psychosocial and cognitive hallmarks and changes throughout the lifespan. By the end of the course, the student should be able to:

1. Describe development as an ongoing set of processes, involving both continuity and change by giving examples.

2. Analyze developmental events from the perspectives of the major theories of development, as well as emerging theories.

3. Identify and discuss the developmental hallmarks of each
age and stage throughout the life span.

4. Explain how research contributes to the understanding of development; evaluate and apply research findings to current events and challenges.

5. Discuss major developmental issues challenging individuals and families today.

Required Texts


Expected Learner Outcomes and Learner Outcome Measurements

<table>
<thead>
<tr>
<th>Expected Learner Outcomes</th>
<th>Learner Outcome Measurements</th>
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<tbody>
<tr>
<td>Written Communication Skills</td>
<td>Discussion Area Assignments 1-8 evaluated by a grading rubric</td>
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<tr>
<td>The student will write concise, grammatically appropriate essays applying developmental theory to questions posed by the instructor.</td>
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<tr>
<td>Critical Thinking</td>
<td>Discussion Area Assignments 1-8 evaluated by a grading rubric</td>
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<td>The student will generalize and apply developmental theories to scenarios posed by the instructor and construct arguments to support and oppose the subject matter.</td>
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<tr>
<td>Personal and Cultural Awareness</td>
<td>Exams 1, 2, 3 and 4, Discussion Area Assignment 1</td>
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<td>The student will recognize the areas of universal development and culturally divergent development.</td>
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<tr>
<td>Personal Wellness</td>
<td>Discussion Area Assignments 1-8 evaluated by a grading rubric</td>
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<td>The student will cite developmental theory as it applies to events in their life.</td>
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<tr>
<td>Technological Understanding</td>
<td>Participation in the Webcampus classroom, discussion area and exams</td>
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<td>The student will demonstrate effective use of WebCampus and</td>
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related technology. This will include posting to the discussion area, taking, saving and submitting exams, sending email and opening attachments.

Method of Instruction

WebCampus courses are different from live lecture classes; this format provides opportunities for many, but also requires a great deal of self-discipline and motivation, and may not always be the best learning format for all students. Please be aware that as a student you must frequently check the discussion area, class email and calendar. I would strongly encourage you to check for new information at least twice a week.

- A general understanding of technology and how to effectively utilize WebCampus is required to be successful in this class. Any and all questions regarding the technology aspect of this class need to be directed to the Technology Help Desk at (775) 753-3511 or techdesk@gbcnv.edu. The tech desk is far more knowledgeable about the technology aspects of WebCampus and will be happy to help anyone with technology concerns.

If this is your first experience with WebCampus I would strongly encourage you to visit (or contact) the Tech Center for a tutorial on using WebCampus. The more comfortable you are with the technology, the more time you can devote to studying the content of the course, and this will likely prepare you to be more successful in the class.

Course Policies and Expectations

1. Students are required to turn in assignments, and take exams on time. All assignments and exams will be open for at least 10 days; and the schedule of assignments and exams is available at the bottom of this document, I would encourage you to plan appropriately. You need to make a decision about the time you have available to commit to this class. College is more than a simple stepping stone on the way to your career; in addition to the intellectual opportunities college presents, college courses will provide you with a chance to augment your time management and organizational skills. Please be advised that all assignments, exams, and discussion close at **noon**. I realize other courses may close at midnight, but for this class the deadline is **noon**. To encourage students to complete the exams and assignments on time the following scale will apply:

   1. First realize that if this were a live lecture course the exams would be 2, 5, or 7 days following the
completion of the assigned chapter; thus 10 days is more than ample time to complete the exam or assignment. All assignments and exams turned in before noon during the 10 days the exam (or assignment) is open will be graded and receive full credit.

2. All assignments and exams turned in from 12:01 PM (please verify that your clock is the same as GBC’s computer clock) on the due date until 12 midnight (from 1 minute to twelve hours late) will be graded and a 10% late penalty will be applied. Please be aware that if you choose to start an exam at 10:30 or 11:00 AM and do not hit the finish and submit button before noon, you will have 10% subtracted from your score.

3. All assignments turned in from 12 hours to 24 hours late (12:01 AM, just twelve hours and one minute after the assignment was due until noon one day after the original due date) will be graded and a 20% late penalty will be applied.

4. All assignments turned in from one to two days late will be graded and a 30% late penalty will be applied.

5. All assignments turned in from two to three days late will be graded and a 40% late penalty will be applied.

6. All assignments turned in from three to four days late will be graded and a 50% late penalty will be applied.

7. Fourteen days is greater than 10% of the class; if you are unable to participate for greater than 10% of the class, perhaps you should re-evaluate if this is the best time for you to be taking a class. (Please review the Attendance Policy below and also available in the GBC catalog.)

2. I have made every effort to inform you of the due dates for the assignments and exams; this information should be available on the calendar, the syllabus and weekly pop-up reminders as well as the exam and discussion areas. If you have any additional suggestions for reminding students of due dates, please let me know. Please mark your calendars and plan appropriately. If you have questions about due dates or expectations please ask!

3. Please familiarize yourself with the hours of operation of the tech desk and the campus and computer centers in your area. These centers may have limited evening and weekend hours so please plan your schedule accordingly.
4. If you need assignments opened early please ask and I will do my best to accommodate your request. Occasionally emergencies arise. In an effort to treat everyone fairly, the following procedures must be followed.

1. First, make every effort to complete assignments (or exams) early, thus avoiding a last minute crisis.

2. Secondly, the reasons for an exemption to the time line guidelines above will be limited to significant illness or hospitalization of you or an immediate family member or the death of immediate family member. You will need to provide written verification (from a physician or clergy member) documenting the dates of illness/hospitalization or funeral. You will need to scan the note, create a pdf file and email it to me (through webcampus and/or reginao@gwmail.gbcnv.edu). If you do not have a scanner you will need to visit a tech center in your area to provide the appropriate documentation. Once I receive the written verification, then we can discuss any extensions or make-up assignments that may be appropriate.

5. Sometimes technology does not perform in the manner in which we expect it to respond. I would encourage you to submit assignments and take exams during the hours that the technology help desk is open; that way they can quickly address whatever quirk you may be encountering. If you must take the exam in the middle of the night (or on a weekend in the outlying areas) and experience technical issues, please continue. Either write down your answers and email them or save and submit the quiz. I would strongly encourage you to set aside the entire 3 hours for the exams, do not walk away from the computer as this seems to be the most common scenario for problems to arise. I would also discourage you from switching back and forth between screens as this seems to be another common behavior associated with unexpected problems. If you have difficulties, email me immediately following the quiz.

6. Extra credit is not available in this class. If you read the chapters, take notes, ask questions, participate in discussions, make vocabulary note cards, quiz yourself frequently, thoroughly study the material and complete all the assignments and exams you should earn a passing grade. Additional help may be found through the Academic Success Center and the Adult Re-entry center. Please put the time and energy in up front to learn the class materials. Extra credit is not an accurate assessment of your comprehension of the subject matter. The general
recommendation for studying time is three hours for every hour in class per week. This translates to nine to twelve hours per week for a three credit course.

7. If you have questions about an assignment or a concept you must ask before the assignment (or exam) is due. Please do not wait until 1 hour before the assignment or quiz closes and email me that you have started but are unsure of what is expected. While I make an effort to check the class frequently, there are times when it may be 36 hours before I can read and respond to your questions.

8. If a student wishes to drop the course, they must do so officially prior to the 13th week of class or receive an F.

Additional Course Policies

- The student is expected to prepare for class and participate. Preparation includes reading the assigned chapter, reviewing the chapter notes and completing any assignments. Participation includes answering questions, asking questions, displaying interest in the class, and taking part in class discussions.

- The student is responsible for learning the information. If you do not understand, or feel lost, you must let me know. Ask a question! It is imperative that you ask questions prior to assignment due dates and exams. While I make every effort to check for email and discussion posts on a daily basis, there are times where it may be 36 hours or longer before I can respond to a posting; please plan ahead! If possible, please post questions to the discussion area. Frequently, many people have similar questions, by posting to the discussion area I can provide an in-depth response and an explanation for everyone, while avoiding repetition.

- The students are expected to treat each other with respect; do not ridicule another student’s questions or answers. There will be no tolerance for derogatory or hostile language or postings. Discussion and disagreement are part of the intellectual process; personal attack and animosity are not.
  - Minor infractions will result in a warning from the instructor;
  - Any language that is perceived as threatening will be immediately reported to GBC Administration.

- While many of the topics may relate to the student on a personal level, it is imperative that the student understands that this is a classroom and not an opportunity to receive counseling for a personal issue. Please be advised that if you contact the instructor regarding a mental health issue, the instructor will immediately refer you to the GBC Intervention Team. As an instructor I must remain objective and avoid becoming involved in personal issues. Furthermore I am not a counselor and thus I am not qualified to provide appropriate guidance. Please restrict your questions and comments to the general topics.

- Policy of Academic Integrity: GBC subscribes to the traditional policy of academic integrity: students are expected to be honest. Students are expected to do their
own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course to dismissal from the institution.

- Plagiarism is presenting someone else’s words, ideas or data as one’s own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references; and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the students will acknowledge the source whenever:
  - Another person’s actual words are quoted
  - Another person’s idea, opinion or theory is used, even if it is completely paraphrased in the student’s own words
  - Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.
  - (GBC Faculty Senate Policy of Academic Integrity Statement)

- All “Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same” (2007-2008 GBC Catalog, p. 29) will be immediately reported to administration. If the student has questions about what constitutes dishonesty or plagiarism, the student must ask before the assignment or quiz is due. As a college student you should understand what plagiarism is; and should know how to properly cite materials rather than presenting them as your own. The following resource should assist you in understanding plagiarism; both can be accessed through the GBC library site:
  - http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

- All assignments must be submitted in Microsoft WORD, unless otherwise noted.
- The instructor reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, materials, and test dates. However, no changes will be made without informing the class in a timely manner.

**Attendance Policy**

*You must participate in classes regularly if you intend to obtain the full benefits of instruction. Unexcused hours of absence in excess of the number of course credit hours is excessive. This translates to two hours for a two credit class, three hours of absence for a three credit class, and so on. An instructor may drop a student who has excessive unexcused absences.* (From the GBC catalog)

The student may be dropped from the class after 14 days of non-participation, as this would translate into greater than 10% of the scheduled class time. The student is responsible for contacting and informing the instructor as to any circumstances which may limit participation in the class for any length of time beyond twelve days.

**ADA Statement**
Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation act of 1973. A qualified student must present current verification of disability. The ADA officer, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, 775-753-2271. (From the GBC 2007-08 catalog, page 35)

I will be happy to provide necessary accommodations, I would ask that you promptly inform me of any accommodations you may need.

Exams and Assignments

- Four exams will be given. The exams are primarily multiple choice, with a few true-false questions.

- Because the testing will be done over the Internet and you have access to your textbook, a review sheet will not be provided. The testing is open book and open note.

- I would strongly encourage you to prepare note cards with pertinent terminology for each chapter, so that you may rapidly access any information you may need during the exam.

- Each exam will be worth 70 points and you will be allowed 3 hours; I would encourage you to answer the questions you are sure of, then go back and review those questions which you perceive to be more challenging. Use your time wisely.

- The time allotted (3 hours) will be adequate if you have studied and prepared for the exam. Skimming through the book as you go may seriously limit one’s ability to complete the exam. If you were to take the exam in a classroom, you would most likely only have 75 minutes to complete the exam.

- All exams and assignments close at noon.

- If you are not satisfied with your grade on an exam you will have an opportunity to take the exam a second time. The majority of the questions will be different but will cover the same content area. The two scores will be averaged and that will be your final grade. If you wish to take the exam a second time, it too must be completed before the due date (noon).

- Detailed instructions, the grading rubric and due dates for
each assignment (there are 8 written discussion and rebuttals which coincide with the developmental stages in the textbook) can be found in the Discussion Area; assignments must be posted to the Discussion Area before noon.

- A note about cheating
  - Obviously, I cannot be there to supervise you during the exam. However, most of the individuals in this class hope to go on to become nurses or teachers. If you choose not to study and instead rely on cheating, when it comes time to take the professional entrance exams, you will be profoundly disadvantaged.
  - Students are expected to do their own work. While a study group may be a useful learning tool, exams are designed to assess an individual’s comprehension of the material. Any student who is caught cheating will receive an F in the class and be reported to the Administration. If you have questions about what is appropriate, please ask, as ignorance of impropriety will not be an acceptable excuse.

### Study Strategies for Success

To improve your understanding of the class material you may wish to incorporate any of the following tips into your studying routine.

1. Read the chapter before logging on to the class. Before you read the chapter, read all of the headers and all of the definitions. Read the summary at the end of the chapter and any questions posed at the end of the chapter. Now go back and read the complete chapter, you should be able to answer the questions. Write down any questions you may have about the chapter and post these questions to the discussion area.

2. Review the chapter outlines and all of the materials in the learning modules. Take notes and add details to this information. Be sure to ask questions!

3. When studying for an exam (a) formulate questions based on the terminology presented in the text and notes, write your own questions and answer in writing; (b) prepare note cards with vocabulary definitions and theories explained on one side and just one word on the other, quiz yourself frequently; (c) start studying early, that way you will have more time to ask questions and seek clarification.

4. Please contact me as soon as possible if you have a question.
5. Post questions to the discussion area and ask the other students how they study; everyone has a different strategy and some may be more useful to you than others.

6. If you need more information regarding study skills contact the Academic Success Center Critical Skills Lab at 753-2149 in MH 103. Tutoring services are free. You may also contact the Adult Learning Center located at 1020 Elm or Pat Collins in the Re-entry Center at 753-2299.

   1. Outlying areas-

   1. Battle Mountain 330 S. 5th Street #10;
   2. Ely Branch Campus 2115 Bobcat Drive;
   3. Owyhee Community Education Center;
   4. Wells Family Resource Center 261 First Street;
   5. Wendover Peppermill Human Resources Building;
   6. Winnemucca GBC Branch Campus 5490 Klunky Canyon Road

Summary of Points and Grading Scale

- 8 discussions/assignments 20 points each = 160 points
- Syllabus Quiz= 10 points
- 4 exams (70 points each) = 280 total

**Total** = 450

- A (93-100%), 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 (59% and below)

Final grades within 1/2 percentage point of the next higher grade (i.e. 89.5%) will be boosted to the next letter grade; all others will remain the same.
Date  August 28, 2010

Objectives

- Label the 5 characteristics used in studying the Life span perspective of development;
- Define the various theories that will be discussed in the course.

Readings  Read Chapters 1 and 2

Assignments

- The syllabus quiz is available through noon Friday September 10, 2010.
  - Students will apply the concepts of historical context, cultural context and socioeconomic context to their own lives;
  - Students will apply current research to develop a written response enumerating arguments to support and oppose statements posed by instructor related to genetics;
  - Students will read and respond to research and postings by other students
  - Due by noon Wednesday September 8, 2010.

Chapters 3 and 4

Date  September 4, 2010

Objectives

- Explain the influence of heredity on development;
- Recognize the sequence of prenatal development and the factors which influence prenatal development.

Readings  Chapters 3 and 4

Chapters 5 and 6
Date: September 11, 2010

Objectives:
- Identify the typical acquisition of motor skills from birth to 2 years of age;
- Review the various theories related to language development.

Readings: Chapters 5 and 6

Assignments:
- Discussion Area Assignment 2 - Learner Outcome Measurement, Part II, The First Two Years;
  - Students will differentiate the numerous theories related to language acquisition, providing examples and arguments to support each theory;
  - Students will review temperamental traits and identify the interactions between selected traits and the environmental conditions;
  - Students will read and respond to research and postings by other students;
  - Assignment 2 closes at noon September 22, 2010.

Chapter 7

Date: September 18, 2010

Objectives:
- Compare the various developmental theories of personality development from birth to two years of age.

Readings: Chapter 7

Assignments:
- Exam 1 Learner Outcome Measurement
  - The multiple choice quiz will require the student to recognize typical hallmarks of development from preconception through 2 years of age;
  - The quiz will cover chapters 1, 2, 3, 4, 5, 6, and 7;
Closes at noon September 24, 2010.

**Chapters 8 and 9**

**Date** September 25, 2010

**Objectives**
- List the typical acquisition of motor skills from 2-5 years of age;
- Define child maltreatment and the factors that elevate the risk;
- Contrast the theories of Piaget and Vygotsky as they apply to learning in the preschool aged child.

**Readings** Chapters 8 and 9

**Assignments**
- Discussion Area Assignment 3- **Learner Outcome Measurement**; Part III, The Play Years
  - Students will review and answer questions related to child maltreatment and express ideas related to prevention and treatment of maltreatment;
  - Students will read and comment on the postings of other students;
  - All postings must be completed by noon Friday October 1, 2010.

**Chapters 10 and 11**

**Date** October 2, 2010

**Objectives**
- Identify the factors influencing the emotional development of the preschool aged child;
- Compare the various theories of gender identification in the preschool aged child;
- Recognize the typical physical development of the school aged child;
- Explain the characteristics of the most common types of childhood disabilities and the educational accommodations that
may assist these children.

Readings
Chapters 10 and 11

Assignments
- Discussion Area Assignment 4 Learner Outcome Measurement; Part IV, The School Years
  - Students will investigate the similarities between themselves and individuals who have disabilities;
  - Students will review research related to bullying; outline the highlights and comment on postings by other students;
  - Due by noon October 13, 2010.

Chapters 12 and 13

Date
October 9, 2010

Objectives
- Compare and contrast the theories of Piaget and Vygotsky as they apply to learning in the school aged child;
- Define the role of families in shaping and supporting children.

Readings
Chapters 12 and 13

Assignments
- Exam 2 Learner Outcome Measurement;
  - The multiple choice quiz will require the student to recognize typical developmental hallmarks of children from the preschool years through the school years;
  - The student will also need to identify common difficulties experienced by this age group (such as child abuse, and the impact of disabilities on children);
  - Quiz 2 covers chapters 8, 9, 10, 11, 12, and 13;
  - Closes at noon October 15, 2010.
Date: October 16, 2010

Objectives:
- Review the typical physical progression of puberty and the consequences of these changes.

Readings: Chapter 14

Assignments:
- Discussion Area Assignment 5 - Learner Outcome Measurement; Part V Adolescence
  - Students will write a letter to fictional children to identifying the most important elements of puberty;
  - Students will read and comment on the postings of other students;
  - Assignment 5 is due by noon October 27, 2010

Chapter 15 and 16

Date: October 23, 2010

Objectives:
- Summarize the advances in cognitive development typically associated with adolescence;
- Compare Erikson and other theories as they apply to identity formation.

Readings: Chapters 15 and 16

Chapters 17 and 18

Date: October 30, 2010

Objectives:
- Review the typical physical development of the young adult;
- Identify factors contributing to common problems for the emerging adult;
- Generalize the cognitive changes typical of young adulthood and
the factors which influence these changes.

Readings  Chapters 17 and 18

Assignments  
- Discussion Area Assignment 6 - Learner Outcome Measurement; Part VI Emerging Adulthood
  - Students will research a topic of personal choice as it relates to the development of the emerging adult;
  - Students will summarize the findings of their research and post a synopsis to the bulletin board where other students will have the opportunity to read and respond to findings;
  - Assignment 6 is due by noon November 10, 2010.

Chapter 19

Date  November 6, 2010

Objectives  
- Enumerate the psychosocial developmental tasks of the young adult and the factors which influence these tasks.

Readings  Chapter 19

Assignments  
- Exam 3 - Learner Outcome Measurement;
  - The multiple choice quiz will require the student to recall hallmarks of typical development from the teen years through early adulthood;
  - The student will also need to identify the more common difficulties experienced by this age group (including but not limited to teen pregnancy, STD’s, drug use, violence, delinquency, infertility and eating disorders);
  - Quiz 3 covers chapters 14, 15, 16, 17, 18, and 19;
  - Quiz 3 closes at noon November 12, 2010.
Date November 13, 2010

Objectives
- Characterize the typical physical changes of adulthood and the factors which can speed up or slow down the aging process;
- Describe the changes in cognition typically experienced during adulthood

Readings Chapters 20 and 21

Assignments
- Discussion Area Assignment 7- Learner Outcome Measurement; Part VII Adulthood
  - The student will complete a lifestyle quiz which examines the impact of behaviors on potential longevity;
  - The student will articulate the results of the quiz and outline the benefits and limitations of such tools;
  - Students will read and comment on the postings of other students;
  - Assignment 7 is due by noon November 19, 2010.

Chapters 22 and 23

Date November 20, 2010

Objectives
- Contrast the stability and change of personality characteristics in adulthood;
- Illustrate the physical changes seen in late adulthood and the factors contributing to these changes.

Readings Chapters 22 and 23

Chapters 24 and 25

Date November 27, 2010

Objectives
- Classify the cognitive changes of late adulthood;
• Apply the various theories of late adulthood to the social changes typically experienced by this age group.

Readings
Chapters 24 and 25

Assignments
• Discussion Area Assignment 8- Learner Outcome Measurement; Part VIII Late Adulthood
  o Students will review personal stories related to death and dying then describe their experiences with death and dying;
  o Students will read and comment on the postings of other students;
  o Due by noon December 8, 2010.

Epilogue

Date
December 4, 2010

Objectives
• Examine the expectations associated with death and dying from various cultural perspectives.

Readings
Epilogue

Assignments
• Quiz 4- Learner Outcome Measurement;
  o The multiple choice quiz will require the student to recall hallmarks of typical development from middle adulthood, late adulthood and dying;
  o The student will also need to identify the more common difficulties experienced by this age group (including but not limited career satisfaction/retirement, dementia and chronic disease);
  o Quiz 4 covers chapters 20, 21, 22, 23, 24, 25, and the Epilogue;
  o Quiz 4 closes at noon December 15, 2010.