School of Human Sciences  
HMS 203.004 Human Growth and Development: Infancy through Adolescence  
Spring 2016

Instructor: Lynsey Cortines, M.S.  
Course Time & Location: TR 12:30-1:45; EDAN RM 127  
Office: EDAN 119B  
Office Phone: 936-468-2449  
Office Hours: M/W, 1:30-3:30; TH, 2:00-3:00  
Credits: 3 hours

Mail: Email: Only through Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the purple navigation bar, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name.

Prerequisites: None

I. Course Description:

This course centers on the developmental study of children from infancy through adolescence. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, cognitive, and social and emotional development. Environmental and social factors that influence development in all domains including prenatal development, birth, and physical growth and development through adolescence are addressed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community
This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

Program Learning Outcomes

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

- Students will know major biological and environmental factors that influence the course of human development, behavior, and interpersonal relationships from infancy through adolescence.
- Students will collaborate to learn about children’s development, beginning in infancy through adolescence, in the major physical, cognitive and psychosocial domains.
- Students will identify and analyze the major theoretical frameworks of human development including theoretical strengths and limitations.
- Students will examine the interface between family diversity and community settings that impact the quality of a child’s experiences in relation to human development.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 203 is a D2L enhanced course. Students should check the homepage on a daily basis for notices, mail, and assignments. Information notices will be posted on the course homepage. The homepage includes tools for class assignments, discussion board questions, exams and grades. Students experiencing technical difficulties accessing the course homepage, assignments, discussions, or exams should call SFA's D2L Support Team at (936) 468-1919. The D2L Support Team is available Monday–Friday, 8 a.m.–5 p.m.
2. Class attendance and participation are crucial as course content is delivered via class lectures and discussions, assigned textbook readings, and assignments directly relevant to the course content. Students are responsible for reading assigned content and completing all assignments, discussions, and exams by the due dates/times.

### IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%.

**Course Points:**

1. **Exams- 300 points (3 x 100 points).** Students will take a total of 3 exams throughout the course semester. Exams will consist of approximately 50 questions worth 2 points each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. Students will have 75 minutes to complete the exam. Each question must be answered before proceeding to the next question. It will not be possible to move backward and review previous questions.

   All exams will be taken online via D2L during regularly scheduled class time. Students must have computer access and need to log in promptly in order to take the exam. Please call SFA’s D2L Support Team at 468-1919 for technical assistance Monday-Friday, 8:00-5:00 p.m.

   Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason. Students should notify the instructor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.

2. **Current Events Presentation- 100 points.** Each student will present a current news event (within the past 6 months) relating to human development and the education system. These events need to come from a news website. Some examples of websites include WFAA, KTRE, KHOU, CNN, the New York Times, Time, Education News and Education Week.

3. **Service Learning Assignment- (100 points).** Students will document 5 hours of service learning in a **community setting** that involves direct interaction with school-age children, ages 5 through 17.

   Examples may include: SFA Gear Up Program, Boys’ and Girls’ Club, 4-H, SFA Big Jacks, Helping House here in Nacogdoches, and Solid Foundation (an after school mentoring program). (Also see Nacogdoches Chamber of Commerce). If a faith-based organization is of interest, please make sure that the community service involves direct contact with school-age children.
Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of the program) within the given agency/organization. If necessary, students may submit the results of the background check conducted by the Perkins College of Education.

Important Dates:

- **Initial Volunteer Service Form with Description/Information about the site.** Form should be completed in its entirety with signatures; download from D2L and bring to class. See timeline for due date. = **25 Points**
- **Volunteer Time-Log** (completed in its entirety with signatures; download from D2L and fill out; submit in class). See timeline for due date. = **25 Points**
- **Volunteer Reflection Report** (completed in its entirety; download from D2L and fill out (report must be typed); submit in class). See timeline for due date. = **50 Points**

In order to receive credit for the Service Learning Assignment you must complete five volunteer hours and turn in all three assignments. If five hours are not completed or if you do not submit all assignments, ZERO points will be given.

4. **Christ Episcopal School Observation- 40 points.** Students will tour and make an observation at Christ Episcopal School. Students will then complete a written assignment related to their observations at Christ Episcopal School; download from D2L and fill out (must be typed); submit in class.

5. **Child Development in the Classroom Interview-40 points.** Students will interview a teacher (Grades K-12) and complete the Interview Assignment form; download from D2L and fill out (must be typed); submit in class.

6. **In Class Assignments- 50-100 points.** Assignments will relate to course content and assigned readings. Students are responsible for all course assignments and notices posted on the course homepage, and all messages sent to students via e-mail. **All out of class assignments must be typed in 12pt font, stapled in the upper left corner if there are 2 or more pages.**

Late work on any assignment will not be accepted unless there is a compelling reason. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment by the due date/time. Do not request to turn in an assignment late for any of these reasons.

**Extra Credit. Optional opportunities** to earn extra-credit will be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed. Students must be in class to turn in any in class extra credit assignments.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Jan 19-22</td>
<td>Review Syllabus</td>
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<td></td>
<td>Begin Chapter 1</td>
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<td>Jan 25-29</td>
<td>Continue Chapter 1</td>
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<td>Begin Chapter 2</td>
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<td>Feb 1-5</td>
<td>Continue Chapter 2</td>
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<td>Chapter 3</td>
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<td>Child Development in the Classroom Interview Assignment due in class (Feb. 2)</td>
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<td>Feb 8-12</td>
<td>Chapter 5</td>
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<td>Begin Chapter 6</td>
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<td>Feb 15-19</td>
<td>Continue Chapter 6</td>
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<td>Chapter 7</td>
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<td>Exam 1 (Feb. 18th) via D2L (Ch. 1, 2, 3, 5-7)</td>
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<td>Feb 22-26</td>
<td>Chapter 8</td>
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<td>Begin Chapter 9</td>
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<td>Feb 29-Mar 4</td>
<td>Continue Chapter 9</td>
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<td>Chapter 10</td>
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<td>Initial Service Learning Form due in class (Mar 1st)</td>
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<td>Mar 7-11</td>
<td>Chapter 11</td>
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<td>Begin Chapter 12</td>
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<td>Mar 14-18</td>
<td>Spring Break!!!</td>
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<td>Mar 21-23</td>
<td>Chapter 12</td>
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<td>Mar 29-Apr 1</td>
<td>Chapter 13</td>
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<td>Christ Episcopal School Observation-(Mar. 29)</td>
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<td>Apr 4-8</td>
<td>Exam II (Apr 5th) via D2L (Ch. 8, 9, 10, 11, 12, 13)</td>
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<td>Begin Chapter 14</td>
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<td>Apr 11-15</td>
<td>Continue Chapter 14</td>
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<td>Begin Chapter 15</td>
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<td>Christ Episcopal School Assignment due in class (Apr. 14)</td>
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<td>Apr 18-22</td>
<td>Continue Chapter 15</td>
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<td>Begin Chapter 16</td>
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<td>Apr 25-29</td>
<td>Continue Chapter 16</td>
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<td>Volunteer Time Log and Report due in class Apr 28th</td>
<td>75/100</td>
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<td>May 2-6</td>
<td>Current Event Presentations</td>
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<td>Final Exam via D2L (10:30-12:30)</td>
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<td>This will take the place of class</td>
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<td>May 12</td>
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VI. Readings (Required):


**FEM Statement: (FOR TEACHER EDUCATION STUDENTS ONLY)**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFAliveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

*There are no required Livetext submission assignments for this course.*

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA.
Although the instructor will be able to view the names of students who complete the survey all
ratings and comments are confidential and anonymous and will not be available to the instructor
until after final grades are posted.

VIII. Student Ethics and Other Policy Information: These policies may be found at
www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Daily login to the course is vital for success in this course and is expected from all students.
Students may be excused from attendance for reasons such as health, family emergencies, or
student participation in approved university-sponsored events. However, students are responsible
for notifying their instructors in advance, when possible, for excusable absences. Students
missing classes, other than university-sponsored trips, may contact the Office of Student Rights
and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s).
The notification is not an excuse, and is not evaluated by OSRR. The notification is only
provided as a courtesy to the student and the student's instructor(s). Students remain responsible
for providing documentation in a timely manner to the instructor for each absence. The instructor
determines whether such documentation is satisfactory. If participating in university-sponsored
events, announcements in mySFA constitute official notification. Whether absences are excused
or unexcused, a student is still responsible for all course content and assignments. Students with
accepted excuses may be permitted to make up work for up to three weeks of absences during a
semester or one week of a summer term, depending on the nature of the missed work. Make-up
work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students
with disabilities must contact the Office of Disability Services (ODS), Human Services Building,
and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will
notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.
Failure to request services in a timely manner may delay your accommodations. For additional
information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty
and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all
instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**IX Other Relevant Course Information:**

Class attendance and participation are crucial. Students are responsible for checking the course homepage on a regular basis; recommendation is at least once a day to stay current with all coursework and information. All coursework must be completed and submitted by the due date/time
for credit. Missed assignments cannot be made up and no extra credit assignments will be given at the end of the semester after the final exam date.