

General Education Course Proposal

Proposed Course: CFS 038 Lifespan Development Units 3
Prefix No. Title

Department: Child, Family & Con Sci School: Agric Sci & Tech

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E X
Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course___; New Course___

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 6; Year 3 6

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 3-11-98 [Signature] 4-3-98
Department Chair Date School Curriculum Committee Date

[Signature] 12/22/98 [Signature] 12/15/98
School Dean Date General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

ATTACHMENT #2

General Syllabus

Proposed course:

CFS 38 - Lifespan Development

Catalog Description:

A study of theories, research, applications, and principles of physical, cognitive, and psychosocial development from conception to death presented in an integrated manner in the contexts of the family and diverse societies. Includes behavior, sexuality, nutrition, health, stress, relationships, and implications of death and dying.

General Education:

The course meets General Education requirements.

Instructor:	Name
Office:	Instructor's office
Office hours:	Instructor's office hours (minimum of five hours per week)
Phone/email:	Instructor's office phone/voice mail number; email address
Dept. office:	Family and Food Sciences, Room 204
Dept. hours:	Monday - Friday, 0800-1200 and 1300-1700.
Dept. phone:	278-2283

Textbooks: The following textbook/s have been determined by the CFS faculty to be suitable for this course.

Papalia, D.E. and Wendkos Olds, S. (1998). Human Development, 7th edition. San Francisco: McGraw Hill.

Berger, K.S. (1998). The Developing Person Through the Lifespan, 4th edition. New York: Worth Publishers.

Berk, L.E. (1998). Development Through the Lifespan. Boston: Allyn and Bacon.

Bee, H. (1998). Lifespan Development, 2nd edition. New York: Addison-Wesley Educational Publishers Inc.

Fees: There are no fees attached to this course.

Course Goals:

At the successful completion of this course, students should be able to:

- 1) recognize the interrelationship of the physical, cognitive, and psychosocial domains in their own and others' development across the lifespan
- 2) recognize the continuity, processes, and changes involved in each stage of human development
- 3) demonstrate understanding of major developmental lifespan theories and recognize parallels to their own development
- 4) identify the influences of interconnected familial and societal relationships on development

Course Topics:

Each of the following topics will be explored in the context of the physical, cognitive, and psychosocial domains as they are influenced by heredity and environment. Topics include at least all of the following:

- Topic 1: An introduction to the study of lifespan development
- A. The rationale for studying lifespan development
 - B. Lifespan development within a systems theory framework
 - C. Identification of major lifespan theories
 - D. The stages of development
 - E. Hereditary and environmental influences on development
- Topic 2: Prenatal development and birth
- A. The stages of pregnancy and prenatal development
 - B. Factors that foster or inhibit healthy prenatal development (e.g., attitude, health, nutrition, stress, access to prenatal care, social support systems, norms)
 - C. The birthing process
 - D. Parental emotions
 - E. Changes in the family system
- Topic 3: The first three years of life
- A. Brain growth and motor abilities
 - B. Implications of brain research for cognitive and psychosocial development
 - C. Attachment theory and parenting
 - D. Child abuse and neglect
- Topic 4: The preschool years
- A. Gross and fine motor development
 - B. Cognitive development
 - C. Psychosexual development
 - D. Child health and safety
 - E. Language development in the preschool years
 - F. Out of home care

- Topic 5: The school years
- A. Health risks, nutrition, and fitness
 - B. The importance of peers
 - C. Fitness, health, and safety
 - D. Learning and school achievement
 - E. Moral reasoning
- Topic 6: Adolescence
- A. Physical changes of puberty
 - B. Health considerations (e.g., depression, nutrition and eating disorders, substance abuse, suicide)
 - C. Learning and school achievement
 - D. Identity formation and body image
 - E. Egocentrism (e.g., personal fable, invincibility fable)
 - F. Sexuality, sexual decision-making, and teen pregnancy
- Topic 7: Young adulthood
- A. Lifestyle related health issues
 - B. Leaving home
 - C. Education and work choices
 - D. Foundations of intimate relationships
 - E. Non-marital and marital lifestyles
- Topic 8: Middle adulthood
- A. Lifestyle and age related health issues
 - B. Care of dependents including children and elderly parents
 - C. Age-related changes in sexuality
 - D. Changes in self-perception
- Topic 9: Late adulthood
- A. Lifestyle and age related health issues
 - B. Factors related to variability in aging
 - C. Cultural views of aging
 - D. Intelligence, wisdom, and memory
 - E. Loss and adaptation
- Topic 10: Death and dying
- A. The social context of dying
 - B. Loss and adaptation, bereavement

The order and emphasis in coverage of these topics may vary according to the discretion of the instructor and in light of specific textbook/s used.

Assignments:

1. Classwork/homework:

Student achievement is directly related to the timely completion of all assignments and consistent class attendance. Discussions of homework assignments are a regular part of each class session.

2. Quizzes/exams:

Quizzes and exams measure the strengths and weaknesses of student learning and stimulate study of the material.

3. Paper/s:

The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly, each student will be required to complete writing assignments, consistent with the GE Policy, at minimum of 2,000 words. One of the goals of writing assignments is to provide students with opportunities to improve their ability to synthesize, evaluate, and articulate theoretical and experiential knowledge.

4. Final exam. Day, date, time, and place.

Course calendar:

Indicates approximate dates for topics to be covered and due dates for reading and other assignments.

Note: *The schedule and procedures for this course indicated in the course calendar are subject to change in the event of extenuating circumstances.*

Criteria for evaluating student work:

Each syllabus will state the criteria that will be used in grading and the standards for high quality work.

Eligibility for a passing grade:

Each syllabus will contain a statement of the conditions necessary for passing the course.

Grades:

Each syllabus will contain a grading policy, which apportions points/credit to each assignment. Also, it will contain a grading scale and an explanation of how grades will be assigned.

General information:

1) Attendance policy

A reduction in the student's overall grade will occur if a student misses more than two weeks of classes. A student who misses one-third or more of class sessions will not receive a passing grade in the course.

2) Missed quizzes, exams, make-up work, late paper policy.

3) Cheating and plagiarism

University policy defines “cheating” as “the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term “cheating” not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means.” University policy defines “plagiarism” as “a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work.” Cheating or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an “F” on the assignment to an “F” in the course and the filing of a Cheating/Plagiarism Report to be placed in the student’s permanent academic record.

4) Students with disabilities

If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, Madden Library Room 1049, 278-2811.

ATTACHMENT #3

Typical Syllabus

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Child, Family, and Consumer Sciences
CFS 38 - Life Span Development
Section 04852 - 3 units - M 5:10 to 8:00 p.m. - FFS 216B
Professor: Kathie Reid, Ph.D. Office: FFS 305

Fall 1998 Office Hours: M 3:15 to 4:30 p.m., W 10:45 a.m. to 12:00 noon, and F 9:30 a.m. to 12:00 noon

Office Phone: 278-3081 **E-mail:** kreid@worldnet.att.net

Course Description: A balanced study of basic theories, research, applications, and principles of physical, cognitive, and psychosocial development from conception to death, presented in an integrated manner in the contexts of the family and diverse societies.

Required Text: Development Through the Lifespan, Berk, 1998.

Recommended Supplement: Study Guide for Development Through the Lifespan.

Student Performance Objectives: As a measure of learning, students will...

* identify and describe theories and research methods used in the study of development across the lifespan.

* identify and describe various aspects of physical, cognitive, social and emotional development across the lifespan.

* recognize and describe subsequent implications of lifespan development knowledge in "real world" contexts such as educational, child care, social work, and home settings.

* use a lifespan perspective to describe and analyze the development of characters from a book or movie in a written project.

Class Performance Expectations: You will be expected to participate in large and small group discussions and various class activities. *Participation* will enhance our enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own life experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned text prior to the scheduled class on that topic is IMPORTANT. *Being able to apply what you have read and discussed to your own life and to the lives of those around you is the ultimate goal.*

Grading: 4 Exams @ 50 pts. each	200	A = 90 - 100%	450 - 500
1 Written Project	100	B = 80 - 89%	400 - 449
15 Activities @ 10 points each	150	C = 70 - 79%	350 - 399
<u>Participation (Attendance/Interaction)</u>	<u>50</u>	D = 60 - 69%	300 - 349
Total Points Possible	500	F = 68% and less	299 and less

Exams: Five exams (50 points each) will be given and will include a combination of multiple choice, fill-in, and short essay questions. All exams will cover material from the text, lectures, activities, and discussions. Exams will be given only on the day scheduled and there will be **no make-up exams**. However, only the four highest exam grades will be counted when computing the final grade; you may miss one exam without being penalized. If you take all five exams, your lowest score will be dropped automatically. **The final exam is not cumulative.** Please bring a Scantron form (#882) and a No. 2 pencil to class on the day of exams.

Written Project: To fulfill the general education writing requirement of this course, one 10-page written project is required and is due at the beginning of class on December 7. You will have to select a project from a list that will be distributed in class, and follow specific guidelines that will be included. The project is worth 100 points and must be **typed**. **No late written projects will be accepted.** After selecting a project, you are encouraged (but not required) to meet with the professor during office hours or by appointment to discuss your paper and/or actually go over ideas and rough drafts.

Writing assignments are expected to meet a minimum standard as defined by:

- 1) adherence to the parameters of the assignment as given (e.g., use of an approved topic, within the page range if specified, submission of correct type of paper - research, opinion, etc.)
- 2) use of standard English with minimal grammar, spelling, and syntax errors
- 3) one in which thoughts and ideas are adequately developed so as to convey understanding of the topic, and which conveys such understanding in a coherent manner.

One of the goals of writing assignments is to provide students with opportunities to improve their ability to synthesize, evaluate, and articulate theoretical and experiential knowledge.

Activities: Each week during the semester, you will be required to complete one activity (for a total of 15) pertaining to course concepts that might include in-class small group work, short written assignments done outside of class, or verbal sharing of small group work in class. The activities will be worth 10 points each. Activities missed due to absences, excused or unexcused, **may not be made up.**

Participation: Your attendance and interaction in class are important and valued. Role will be taken daily and attendance will account for 35 of the possible 50 participation points. You will be allowed one unexcused absence before losing points; seven points will be deducted for each unexcused absence after one. Excused absences must be explained to the professor prior to or immediately after they occur and must be accompanied by supporting documentation such as doctor's notes, court appearance notices, etc. **Because attendance is such an important part of the college learning process, a reduction in your overall grade will occur if you miss more than two weeks of classes. If you miss one-third or more of class sessions, you will not receive a passing grade in the course.** Out of courtesy to your classmates and instructor, you are expected to arrive on time at the beginning of class, as well as from breaks, and remain until the end of the class; each late arrival or early departure will result in the loss of two attendance points. The remaining 15 points for participation are for interaction which encompasses such behaviors as alert and respectful attention to anyone speaking to the class and sharing your own ideas and questions in small and large groups. **You, the student, are responsible for all**

assignments and information that you miss due to any kind of absence. It is your responsibility to ask a classmate for notes and information.

Extra Credit Opportunities: Two opportunities are available for earning extra credit. First, you may earn 5 points by stopping by Dr. Reid's office during office hours (or by appointment) to introduce yourself on a face-to-face basis and chat for a while. To receive credit, this visit must occur within the first 14 weeks of class. Secondly, an essay that describes your own identity achievement may be completed for a possible 15 points and is due by the beginning of the class period on the last day of class, December 7. The essay must be **typed**; more specific guidelines will be distributed in class closer to the due date. **No late adolescent identity essays will be accepted.**

Student Discipline: "Inappropriate conduct by students is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Code of Regulations*," as noted on pages 482-484 of the California State University, Fresno 1998-99 General Catalog. Inappropriate conduct includes, but is not limited to, cheating or plagiarism, obstruction of campus property, disruption of the campus educational process, and abusive behavior toward any member of the campus community.

Notice: Any student needing assistance with notetaking, writing or extra time for test taking, please see the professor.

I'm looking forward to learning with you...good luck in the course! Dr. Reid

"Remember, everything worth taking seriously is worth having fun with."

-Marge Carter and Deb Curtis, Training Teachers: A Harvest of Theory and Practice

Schedule of Topics, Exams and Assignments

Wk 1 - M Aug 24	Syllabus and general introductions; Theory and Research in Human Development / <i>Ch. 1 p. 2-41</i>
Wk 2 - M Aug 31	Foundations of Development; Distribute Exam 1 Review / <i>Ch. 2 p. 42-75 and Ch. 3 p. 76-113</i>
Wk 3 - M Sep 7	LABOR DAY - No Class
Wk 4 - M Sep 14	EXAM 1: Chapters 1-3; Physical Development in Infancy and Toddlerhood / <i>Ch. 4 p. 114-143</i>
Wk 5 - M Sep 21	Return Exam 1; Evaluation; Cognitive Development in Infancy and Toddlerhood / <i>Ch. 5 p. 144-173</i>

- Wk 6 - M Sep 28** Emotional and Social Development in Infancy and Toddlerhood; Physical Development in Early Childhood / *Ch. 6 p. 174-201 and Ch. 7 p. 204-220*
- Wk 7 - M Oct 5** Cognitive, Emotional and Social Development in Early Childhood; Distribute Exam 2 Review / *Ch. 7 p. 220-243 and Ch. 8 p. 244-273*
- Wk 8 - M Oct 12** **EXAM 2: Chapters 4-8;** Physical Development in Middle Childhood / *Ch. 9 p. 276-289*
- Wk 9 - M Oct 19** Return Exam 2; Cognitive, Emotional and Social Development in Middle Childhood / *Ch. 9 p. 289-315 and Ch. 10 p. 316-345*
- Wk 10 - M Oct 26** Physical, Cognitive, Emotional and Social Development in Adolescence; Distribute Exam 3 Review / *Ch. 11 p. 348-385 and Ch. 12 p. 386-411*
- Wk 11 - M Nov 2** **EXAM 3: Chapters 9-12;** Physical Development in Early Adulthood / *Ch. 13 p. 414-436*
- Wk 12 - M Nov 9** Return Exam 3; Cognitive, Emotional and Social Development in Early Adulthood / *Ch. 13 p. 436-449 and Ch. 14 p. 450-483*
- Wk 13 - M Nov 16** Physical, Cognitive, Emotional and Social Development in Middle Adulthood; Distribute Exam 4 Review / *Ch. 15 p. 486-515 and Ch. 16 p. 516-547*
- Wk 14 - M Nov 23** **EXAM 4: Chapters 13-16;** Physical Development in Late Adulthood / *Ch. 17 p. 550-575*
W-F Nov 25-27 **THANKSGIVING RECESS**
- Wk 15 - M Nov 30** Return Exam 4; Cognitive, Emotional and Social Development in Late Adulthood / *Ch. 17 p. 575-585 and Ch. 18 p. 586-619*
- Wk 16 - M Dec 7** **LAST CLASS** Death, Dying, and Bereavement; Distribute Final Exam Review / *Ch. 19 p. 622-650* / **Written Project Due** and **Extra Credit Adolescent Identity Essay Due**
- Wk 17 - M Dec 14** **FINAL - 5:45 to 7:45 p.m. EXAM 5: Chapters 17-19**

**Caveat: The above schedule and procedures are subject to change in the event of extenuating circumstances.