

**EDUC 6308, Summer II 2016**  
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**Assignments for the class e-mailed to**  
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**Text:** Dacey, John S.; and John F. Travers. (2006). Human Development Across the Lifespan, 7<sup>th</sup> Ed. McGraw Hill, Boston.

### **Course Description:**

Contents of this course include theories will comprised of language development, cognitive, emotional and personality development. In addition, this course will address human growth and development as it pertains to the total life span. This study of the life-span of human development will encompass physical, social, and emotional theories of development. The influence of diverse socio/cultural factors and learning styles will also be addressed. Specific issues to be investigated will be; health, mental, cognitive, and emotional issues as they pertain to throughout adulthood.

This class will be a split/web class. Included in the syllabus is a list of assignments and the date by which these assignments must be submitted. **Attendance is mandatory for three class dates. These dates are July 11 and July 13. You will receive 50 points for each class period that will total 100 points to be averaged into your total as a test grade. Failure to attend any of the four class dates will result in a deduction of 50 points from a total of 100 points will comprise a test grade. There are no exceptions to this requirement. No absence will be considered excused.**

The text is divided into 9 Parts with several chapters within each part. There will be 5 test dates which will be taken via blackboard which will cover the information found in the text. You will be allowed to use your text for those exams. Text/web assignments will be due as stated in the attached schedule. All tests will be taken in the computer lab.

### **Annotated Bibliography**

Those students who wish to work toward an A in this class are required to write a formal paper comprised of an annotations of a review of the literature of topic this is of particular interested to you. For this assignment, you must provide at least 15 entries on your selected topic. The topic must pertain to human growth and development and approved by me.

Rio Grande College offers access to a website which is a service for students in the area of written language. This service is found on the home page for RGC and is at the web address <http://www.smarthinking.com/>. Send a couple of your annotations to them and they will help you with your writing. The major problem with most papers is the lack of editing. Utilize the smarthinking and ask a classmate to edit your paper, it's easier for someone else to spot errors in your writing. This assignment will be averaged as a test grade. The test average including the paper must be an A for you to receive an A. The paper does not guarantee that you will have an A. This is due on August 8<sup>th</sup>.

## **Daily Assignments**

The text for this class is Human Development Across the Lifespan 7th Edition, 2009. Dacey, John, John Travers, & Lisa Flore. McGraw Hill. If you have the 6th Edition, it will work, but there will be some differences. Usually the editions are very similar. However, for this class, use the provided text-specific Web site, which is [www.mhhe.com/dacey7](http://www.mhhe.com/dacey7). This is an excellent resource and the site from where your assignments are located.

As you navigate the website you will find there is a section that outlines in detail and provides valuable information that is found within the text. My suggestion is to use that. If there are differences in information in the different editions of the text, this resource will help you identify those differences.

Also, on the website is a pull-down that provides individual chapters. This individual chapter provides more resources, outlines, etc., but it also has quizzes that accompany each chapter. You are to do each of the quizzes provided for each chapter for this course. These quizzes will constitute your daily grade in this course.

After you complete each quiz, you will submit it to the website and it will immediately grade the quiz. There is a section located on the page with your score that allows you to e-mail the results to me, and to an e-mail address that is yours. I strongly suggest that you e-mail yourself a copy of the results. The e-mail address to send those quiz results to me is [ed6308@gmail.com](mailto:ed6308@gmail.com). DO NOT SEND THEM TO MY SUL ROSS E-MAIL ADDRESS. Submit each quiz results once. Trust the system. If you got the copy of your results, I did too. DO NOT E-MAIL ASKING IF THE DOCUMENTS WERE RECEIVED AND DO NOT USE AN AUTOMATIC RECEIVED/READ FUNCTION WHEN SENDING THESE. If there are some questions about missing quizzes, you will be notified periodically during the semester. At that point you will have your copy in your e-mail address and you can forward that to the e-mail address. These will not be accepted late, so if you simply didn't do them, there is no need for you to send them in at another time. My preference is that you not turn in more assignments early than the chapters due. If chapter 1 and 2 are due and you finished before the due date, turn them in if you like, but wait until after the due date for chapters 1 and 2 before you turn in the next assignment. Overkill is not helpful in recordkeeping.

**SEND NO ATTACHMENTS FOR THE CLASS ASSIGNMENTS. PUT YOUR RESPONSE ON THE E-MAIL ITSELF.** Each assignment will be due on the Friday of the week of the assignment by 1:00 pm. **These assignments make up 1/3 of your total grade.**

## **Tests**

Test bank generated test will be given after each section. The tests will consist of 50 questions to be deployed the assigned day of the tests. These tests are to be taken in the provided computer lab at the Rio Grande College facility. Should you choose to try to take these at another site and you have any problems getting the test submitted, there is no technical support available to you. Should you choose to take these tests at any site other than the college computer labs, download Mozilla. There will be no excuses accepted for tests not supplied on the due test date. All tests are open book and open note. These tests are not group projects. You will have your book, you will have your notes, and you don't need friends. **Tests scores make up 2/3rds of your final grade.**

## **Schedule of Class Assignments and Required Attendance**

### July 11—Required Attendance

Syllabus discussion and class overview

Terms assignment will be discussed

Formal Paper will be discussed

Chapters 1 & 2 web quizzes and assigned reading responses

### July 13—Required Attendance

Discussion of the makeup of theories

Paper topics are due

Chapters 3 & 4 web quizzes and assigned reading responses

### July 18

Tests over Chapters 1-4

Chapters 5 & 6 web quizzes and assigned reading response

July 20

Chapters 7 & 8 web quizzes and assigned reading responses

Paper's meeting in Uvalde at 1:00 pm

July 25

Tests over Chapters 5-8

Chapters 9 & 10 web quizzes and assigned reading response

July 27

Chapters 11 & 12 web quizzes and assigned reading response

August 1

Tests over 9-12

Chapters 13 & 14 web quizzes and assigned reading responses

August 3

Chapters 15 & 16 web quizzes and assigned reading response

Papers due by 1:00 pm

August 8

Test over 13-16

Chapters 17 & 18 & 19 web quizzes and assigned reading response

Test over Chapters 17-19 web quizzes and assigned reading responses

### **Course Web Reading and Response Assignments**

On the web site that accompanies the text book there is an option that is titled "News, Articles and Links". I have provided you a link that corresponds with each chapter with the exception of Chapter 1. Some of these links are an article, while others are websites that provide many articles. For those websites, you may select any article that is of interest to you. This assignment requires that you read either the assigned article or the selected article and briefly provide no more than 5 points you found either of interest or helpful in understanding the specific information provided in the reading.

This assignment is to be send along with the quizzes to the provided e-mail address. Do not send them to my Sul Ross e-mail address. As with all the quiz assignments, these are due on the stated date and will not be accepted late. Send a copy of the responses to yourself so that if there is any question later as to whether or not the assignment was sent, you can forward your copy. Should some of these website/links no longer be available, select another site on the list provided in the list of links on the website and use that for this assignment. **Remember write your responses to these on the e-mail itself, do not send attachments.**

## **Chapter 2**

Study Skills Primer (This is the only reading that is found under the topic of Course-Wide Content)

## **Chapter 3**

Center for Disease Control—Life Stages and Populations (select the article of interest to you)

## **Chapter 4**

KidSource On Line (select the article that is of interest to you)

## **Chapter 5**

Parents Magazine (select the article that is of interest to you)

## **Chapter 6**

Temperament (select the article that is of interest to you)

## **Chapter 7**

Language Development and Hemispheric Dominance (select the article that is of interest to you)

## **Chapter 8**

Kids Source On Line: Child's Play (this is the article)

## **Chapter 9**

Multiple Intelligences Gardner (this is the article)

## **Chapter 10**

Family Issues Facts (this is the article)

## **Chapter 11**

Adolescent Health (select the article that is of interest to you)

## **Chapter 12**

Transition to Adulthood (this is the article)

## **Chapter 13**

Physical and Cognitive Development in Young Adults (this is the information—outline format, not article)

## **Chapter 14**

Single by Choice (this is the article— very short)

## **Chapter 15**

McKinsey Global Institute (this is the article—very short)

## **Chapter 16**

Resources on Aging (select the article that is of interest to you)

## **Chapter 17**

National Institute on “Aging: the Alzheimer’s Disease Education and Referral (ADEAR) Website (select the article that is of interest to you)

## **Chapter 18**

American Association of Retired Persons (AARP) (select the article that is of interest to you)

## **Chapter 19**

Medline Plus: End of Life Issues (select the article that is of interest to you)

## **Distance Education Statement:**

Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## **Questions or Concerns**

Please, direct all questions and concerns regarding course content. You are able to keep up with your course process as you have access to your scores on all activities through Connect.

Also, if you have any technical support questions; direct those to the help desk that is provided with your text and Connect.

Any other questions feel free to contact me via e-mail or telephone. I also welcome you to visit with me in my office. It's best to contact me first so I'll have set aside the time and collect the materials or research the answers for your concerns.

## **Disability Accommodations**

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

## **Academic Honesty**

The decision to become a teacher is an important decision. With this decision come many responsibilities and expectations for students. Teachers expect students to be honest complete learning activities and evaluations to best provide the teacher assessments of learner's knowledge to further plan course content and future activities. Please comport your personal activity in this course in a manner that you will someday expect of your students. My goal is that the mastery of material is personalized so that when a situation or concepts come up as a teacher of children, you have the background and knowledge to best help your student. Using another student's work or knowledge base will not prepare you for your vocation. Comport yourselves in a manner that you will be able to have expectations of your students, that you yourself have used. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

## **Sexual Harassment**

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

## **Drop/Add Withdraw**

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

### **Course Evaluation**

Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

### **Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

### **Grading Scale**

A= a grade from 90 to 100

B= a grade from 80 to 89

C= a grade from 70 to 89

A grade of D or F will not allow those seeking Teacher Certification to receive a grade below 70. The class will be completed. For those seeking a degree that does not provide the opportunity to obtain Teacher Certification a grade of D is from 60 to 69 and any grade 59 or below constitutes an F.