



HMS 551.501 Child Development and Parenting

Online Course – Graduate Level

CRN 41068

3 Credits

Summer II 2018



QUESTIONS: Please first check this syllabus. Then check the *Announcements* and the *Course Questions* in D2L. If you ask a question that can be answered through one of these sources, you will be re-directed to them. If you can't find answers to your questions, then email me via D2L. Thank you! 😊

** You are responsible for knowing and abiding by all information in this syllabus. The content and dates may be modified at the instructor's discretion. Any changes will be noted via course announcements in D2L.**

Demanding 5 Week Schedule

WARNING! This graduate course is taught entirely online via D2L in a compressed 5 week format. Because this is an accelerated course requiring the same amount of information to be covered as an entire semester course, it is crucial that you stay focused, organized, and diligent in keeping up with the readings and assignments. Since many of you are juggling school, work, family and other obligations, I highly recommend that you list all of the assignment and exam due dates in your personal calendar.

Instructor Information:

Instructor: Dr. Flora Farago

College: James I. Perkins College of Education (PCOE)

Department: Human Sciences

Program: Human Development and Family Studies (HDFS)

Office Hours: Wed 10-12 *by Skype or Google Hangout/phone*; in-person office hours only via appointment.

Skype Contact: flora.farago (Nacogdoches)

Cell Phone: 469-261-4051



Office: EDAN 119C

E-mail: Email via D2L (please use this!); alternative if D2L is down: faragof@sfasu.edu

Course Information:

Times: There are no specific class times as the course is fully delivered online via D2L, however each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

Prerequisites: None (enrollment in Graduate School).

Required Textbook:

Feldman, R. (2016). *Child Development* (7th ed.). Boston: Pearson.



Recommended Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615



NOTE: Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

Graduate Education:

Graduate-level work is designed to help prepare you to become a successful (or become a more successful) professional. As such, there are higher expectations for responsibility in the work you do and the effort you put into your work. Also, there are higher expectations for performance. There is a qualitative difference between undergraduate and graduate work; graduate training is more about what you do with the information we cover than it is about acquiring basic information. My expectation is that you learn the information presented in class AND extend, apply, critique, and generally think critically about the information as well.

You are a graduate student and with that comes a higher level of responsibility. Please always remember that it is your responsibility as a student to ensure that you have submitted all coursework successfully and on time. You are a graduate student, strategies and excuses that worked as an undergraduate are unlikely to be accepted or to be successful at this level.



Graduate training is about sharing ideas and helping each other gain better insight from comparing perspectives, experiences, data, and ideas. An important part of graduate student training is gaining and practicing the skill to discuss and present your ideas to others, including your classmates. It is through this kind of discourse and exchange that ideas are formed, refined, and advanced. Graduate training is not about being quiet and reserved, it is about putting your thoughts and ideas out there for others to critique and respond to. Always use evidence to support your point of view and theoretical approach to the issue or problem and use that to try to persuade others to see things from your perspective (cite any evidence using APA style). We encourage you to bring in examples from real life and popular media, but to refer back to the evidence and theory.

I. Course Description:

This course is an investigation of processes that influence physical growth, personality development and behavioral patterns of children. Research of theories related to effective parenting and child rearing strategies is addressed. Galinsky's Six Stages of Parenting is utilized as a tool to examine the relationship between the stages of the child's and parents' development.

To be successful in this course you should do the following:

- Have a positive attitude and begin the course with a desire to learn! 😊
- Be ready on the first day of the session with your textbook, syllabus, and computer/internet ready.
- Read the syllabus and make a note of course policies and due dates; follow all course and assignment directions and deadlines.
- Review the D2L tutorial guides and familiarize yourself with D2L usage: <http://www.sfaonline.info/d2ltutorials>
- Check your D2L email, course site, and announcements **daily** for updates in course information, schedule changes, etc.
- Sign up for D2L notifications so you get messages via email, phone, text etc. about due dates, announcements, grades, and more. Log into D2L, click on the arrow by your profile (upper right-hand corner), and click on Notifications to manage these settings.
- Although the D2L Notifications and the Course Calendar within D2L are helpful tools, they do not serve as excuses for missing assignments. All due dates and assignments are listed in the Syllabus and will also be announced weekly via course announcements on the D2L course home page. **Please rely on the Syllabus and Course Announcements, above all else, to meet course expectations.**
- Take responsibility for managing your time throughout the week to complete readings and assignments – leaving assignments to be completed on Sunday will not be an effective strategy for succeeding in the course. Due dates reflect the absolute latest time by which assignments need to be completed – however, I urge you to work on the course readings and assignments DAILY.
- Take notes while reading book chapters and watching/listening to any course materials. While you may use your book for the exams, you have a limited amount of time to take



each exam. You will not have time to look up each answer. However, well-organized notes will help you do well on the exams. All material, including videos etc., as well as assigned reading, is fair game for exams.

- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned in is the correct version and in the correct format. ***Whatever you have turned in by the deadline is what will be graded.***
- Do NOT wait until the last minute to submit your assignments. Stating that your computer time said 11:58 p.m., but the assignment due at 11:59 p.m. had closed, will not be an excuse for submitting a late assignment.
- Take a screenshot of all submitted coursework and save them. The date of submission needs to be on the screenshot.
- Save D2L submission receipts of Dropbox assignments.
- Be a problem-solver when issues arise (call tech support, use your back-up computer etc.)
- Come to office hours or schedule virtual office hours to discuss your performance in the class, career goals, or any other course or professional development related topic. Take advantage of office hours to build professional relationships with your professors. You never know when you'll need a recommendation letter from them -- it is a lot easier to write a letter for a student who has done well AND we know well 😊
- Take responsibility for your actions pertaining to this course and the consequences that ensue from them. Ask for help early on! I'm rooting for your success.

Communication:

Office Hours: Please visit with me during office hours if you have any questions or just want to chat about career goals, your grade, study tips, or more. My office hours are on **W 10-12 via Skype (flora.farago) or phone, or in-person by appointment.** In the rare case that any office hours need to be rescheduled, this will be announced in-class as well as via D2L.

NOTE ABOUT EMAIL: Please message me via D2L mail: Log into D2L, click on the e-mail icon (upper right-hand corner) on the Home Page Toolbar (If D2L is down, use my mySFA email: faragof@sfasu.edu). ***Please indicate which class you are emailing about & the issue of concern in the title of your message*** (ex: HMS 443: Assignment 4; HMS 236: Observation Hours). Doing this will facilitate the promptness of my response. Please keep in mind that your correspondence with me is in the context of a professional environment. Emails will be answered within 24-48 hours during the week (M-F). If you email me on Friday afternoon, during weekends, or holidays, you may not receive a response until the next business day. If you email me outside of business hours (8pm-5pm) you may not receive a response until the following business day. If you don't get a response from me within 48-72 hours during regular work days, assume that I did not receive your message and please re-send.

IMPORTANT NOTES ABOUT D2L EMAIL:



- D2L Email is an internal (closed) system which means that you must log in to D2L to read AND reply to messages, and, you can only send email to other D2L users (email cannot go out to a non-D2L address). Likewise, if you set your D2L email to go out to a forwarding address, you cannot reply from outside the system. To respond to another user who uses D2L to email you, for instance, it's necessary to respond from inside D2L, rather than from a forwarded copy.
- Users have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, be aware that . . .
- Users may NOT reply to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she MUST enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- D2L limits attachment size to 600 KB, due to server size limitations.
- A big advantage to D2L Email is that you may filter by class. This is a huge time-saver

Course Format/Instructional Strategies: This course is fully delivered online using the D2L course management system.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date.
3. Most assignments that you will upload to D2L should be done using a Word document, PDF, or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

Grade notifications via JackText:

JackText Grade Notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some anxiety when awaiting grades posting, as you will be notified the moment the grade is rolled into your academic history. Instructions for signing up for JackText can be accessed at <http://www.sfasu.edu/5418.asp>.

Course Questions Discussion Forum:

- This forum is to answer course-based questions throughout the semester



- Please post any general questions about the course, the course content, or learning activities, to this discussion. This forum is a way for us to make sure we are connecting and that we are all understanding important course concepts together.
- You are encouraged to answer other students' questions posted under Course Questions. If everyone is stuck, then your instructor will answer your question
- I also encourage you to post articles, news clips, or current events related to the course material
- If your question is of a more personal nature, or is not necessarily course-related, please email your instructor directly
- You **may not** post questions about tests or test questions on this forum. These questions need to be emailed directly to your instructor

Diversity, Inclusion, and Representation

As part of this course, we will frequently discuss how children's and adults' identities around race, gender, culture, sexual orientation, socio-economic background, immigration status, and other demographic variables shape children's well-being, development, as well as disparities that exist in our world (and what we can do to alleviate these). I will ask you to reflect on your own identity and beliefs around these issues, and you may be asked to share your thoughts with your classmates. While diverse, even opposing opinions, are very welcome, under no circumstances will discrimination or harassment be tolerated on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, or disability.

Furthermore, I intend to foster a learning environment that supports and honors diverse identities (e.g., gender, race, sexual orientation, cultural background, ability), experiences, and viewpoints. To help accomplish this, please do the following:

-Let me know if you have a name/preferred gender pronoun that differs from what's listed on your SFA records.

-Please contact me if you feel like your performance in the course is being impacted by your experiences outside of class.

-Your suggestions about how to improve the value of diversity in this course are appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

-If something was said in class that made you feel uncomfortable, please let me know. You can also submit **anonymous** feedback/comments as part of the Course Evaluation survey at the end of the semester.



-If you experience any form of harassment, discrimination, or unfair treatment by faculty, staff, or students at SFA, you can contact the Dean of Student Affairs, Dr. Adam Peck at peckae@sfasu.edu. You can learn specifics about discrimination complaints in this SFA policy: <http://www.sfasu.edu/universityaffairs/391.asp>. Also, Dr. Peck's office maintains a program called, "Ask Jack, Tell Jack." Students can send in any question or concern they have. It is not anonymous, but they do respond to each one. To learn more, visit: <http://www.sfasu.edu/universityaffairs/168.asp>

II. Intended Learning Outcomes:

This course supports the vision, mission, and core values of the Perkins College of Education (PCOE) to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. Additionally, reflecting the core values of PCOE, the course encourages critical thinking, collaboration, openness to new ideas and to culturally diverse people, and service that enriches the community.

The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies (HDFS) Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations (NCFR) and the National Association for the Education of Young Children (NAEYC) to promote learning and understanding of child development and family relationships.

Family Life Educator Certification:

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9). There are a total of ten content areas in all—but primarily only four are covered in this course:

Area I: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

Area VII: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

Area IX: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

Specific to Teacher Certification:

National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 242) provides information related specifically to the following standard noted



below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TExES.

NAEYC Standard II: Candidates know about, understand, and value the importance and complex characteristics of children, families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Program Learning Outcomes:

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

Student Learning Outcomes:

Upon successful completion of the course, students will:

1. Increase knowledge of the impact adults have on the social/emotional development of children ages birth through adolescence
2. Summarize the basic progression of cognitive, physical, and social development of children ages birth through adolescence
3. Explain research related to various types of parent structures
4. Explain current research related to a specific parenting issue
5. Identify resources for parents

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

Course Assignments & Activities:

Note: For specific & detailed assignment instructions please check the D2L Course Site.

1. Syllabus Quiz: A quiz will be given during the first week of class over the syllabus (available online in D2L "Quizzes" module). Please review the syllabus and take the quiz. Not completing the quiz by the due date may result in being dropped from financial aid. The Syllabus Quiz will be worth **25 points**.

2. Exams: There will be **3 multiple-choice exams** on information relevant to our textbook and lectures. Exams will cover material from the textbook and lectures/videos as outlined



in the Course Schedule. Each exam will have multiple-choice questions and will be worth **100 points each**, for a total of **300 points**. Please check the course schedule for due dates and exam availability. Students must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line at 936-468-1919 for technical assistance. Assistance is available M-F 8:00-5:00. If you wait until after 5pm (or weekends) and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.

Missed Exams (or Quizzes): Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing an exam. Make-up exams are very rarely given, and require proper documentation (e.g., note of hospitalization) ***before the exam deadline has passed (in very rare cases, notification within 24 hrs of the missed exam may be accepted)***. It is up to the instructor to determine whether the documentation warrants a make-up exam. If you forget to take an exam, oversleep, or do not have a documented “excuse” for missing an exam, you need to schedule an appointment with me to discuss the matter and your ability to pass the course. In the absence of proper documentation, IF a make-up exam is given (not guaranteed & rarely offered), 30-50% will be deducted from the exam grade.

Use of Technology for Exams: Taking the exams on a computer with reliable hard-wired, high-speed internet is critical. You are required to have reliable high-speed internet and I strongly recommend against using Wi-Fi/wireless connections during exams. Students who try to use Wi-Fi/wireless or dial-up service invariably experience difficulties taking exams online. Instead, use hard-wired internet (with an Ethernet cable that connects your computer/laptop to your internet router). If you do not have access to reliable hard-wired, high-speed internet at home, I urge you to take the exams at one of the campus computing sites. Regardless of where you take the exam and what type of internet you use, you must have a back-up plan in case something should occur with your computer/internet. ***Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.***

Using Textbooks/Notes During Exams/Quizzes: Knowing that the use of textbooks/notes is not prohibited during a quiz or an exam can give students a false sense of security. The quizzes and exams are timed, and you will not have time to look up answers in the textbook if you are unfamiliar with the material. At best, you will have time to double-check a fact you recall from the reading. The best way to optimize your performance on exams is to have completed the assigned readings and study the way you would for any other class. You are permitted to use your textbook, notes, and study guides when taking the exams, ***but collaboration with others is not permitted and constitutes academic dishonesty.***



Reviewing Missed Quiz/Exam Questions: Please come to office hours or email me to go over questions you missed. We can go over the types of questions you got wrong and identify study strategies to improve your performance.

3. Discussion Boards:

There will be **4 discussion board assignments**, worth **50 points each**. The purpose of Discussion Board assignments is to reflect thoughtfully and exchange ideas of the academic topics covered in the course. You will benefit from discussions only as much as you put into your posts. Last minute posts that are inaccurate, sloppy, and unclear help no one. You will be required to make an Initial Post and two Response Posts for each Discussion Board assignment.

4. Dropbox Assignments/Journal Reflections:

There will be **3 Dropbox assignments that will involve Reflective Journal Entries**, worth **50 points each**. The purpose of these journal entries is for you to explore your own understanding of the weekly material and how it relates to other aspects of your life, your interests, your other courses, etc.

5. Article Critique:

You will select an academic, peer-reviewed, scholarly journal article based on your professional interests & the course content, and write a 3-5 page long critique of it based on instructions provided. This activity is to help you get familiar with research articles AND to get practice on how to properly analyze a research article when reading one. This assignment is worth **100 points**.

6. Extra Credit: There may be opportunities to earn Extra Credit in the course. These opportunities will be announced to ALL students and no special EC assignments will be offered to individual students.

POLICIES ABOUT ASSIGNMENT/EXAM/QUIZ SUBMISSION

- In addition to submitting your coursework correctly by the deadline, it is also important to double-check that your submission was successful, including that the correct version of the assignment (final draft) and correct format (.doc, .docx) was turned in (that is, I must be able to download and open the assignment). Whatever you turn in by the deadline is what will be graded. Read ALL assignment instructions about formatting, word limits etc. to avoid losing points.
- You need to double-check immediately after you submit an assignment, exam, or quiz. To document that your coursework was submitted correctly (and that you double-checked it), you are strongly encouraged to take a screenshot of it and **save the screenshot WITH the submission date**.



- When you submit an assignment in Dropbox within D2L, you will receive a submission receipt. The receipt is generated from D2LConfirm@d2l.sfasu.edu and verifies exactly when (date and time) you submitted the file, the name of the Dropbox folder, the name of the file, as well as the course name in the receipt. For instance:

Flora Farago this email is to confirm that Assignment 1 has received your file submission. Received: Monday, October 30, 2017 7:56 PM CDT Org Unit: HMS-443-501 - Infant Growth & Development File(s): Draft 4 Thesis.docx

You need to keep these submission receipts and provide them shall there be any issues or concerns with your submission.

- Absolutely no hard-copies will be accepted of any assignments. All assignments need to be submitted **within D2L** – emailed copies will not be accepted.

DEADLINES AND EXTENSIONS

Time Zone Differences

All due dates reflect CDT/CST (Texas) time zones, 11:59 pm. Late assignments or extensions will not be considered due to difference in time zones. If you reside outside of Texas or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences. No deadline extensions will be given for students who miss a deadline because of time zone differences.

Late Work

Late assignments may be accepted given proper documentation (up to instructor's discretion) however will automatically lose 30-50% credit every 24 hrs. Documentation must be provided within 24 hours of the due date of the assignment. Late work will not be accepted once an assignment has been graded and returned to classmates. If there are extenuating circumstances or illness preventing you from completing an assignment on time, I highly encourage you to contact me **prior to the assignment due date**.

EXCEPTIONS: Exams/quizzes do not fall under this category – late/make-up exams are only offered on a case-by-case basis, provided proper documentation; please refer to the Missed Exam policies outlined earlier.

Policy on Missed Deadlines

Plan ahead to get to an alternate, reliable computer and internet to complete scheduled assignments, discussion forums, and exams, especially if you have a computer or internet that is less than reliable. Last minute internet- and computer-related issues are not valid excuses for a missed assignment. Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or



mishearing exam deadlines will NOT be considered as valid excuses for missing assignments or exams.

Should you experience some type of emergency (personal, medical, weather-related) during the week an assessment is due, you will need to provide the instructor documentation **prior** to the deadline in order to be **considered** eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of the instructor. **Absolutely no exceptions will be made AFTER a deadline has passed.** Examples of unacceptable excuses include: traveling, vacations, helping a friend in crisis, break ups, work conflicts, etc. If you are having emotional issues that are affecting your work, a campus-based resource is SFA Counseling Services: www.sfasu.edu/counselingservices/.

IV. Evaluation and Assessments (Grading):

Establishment of a grading scale is up to each instructor. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

Breakdown of Points Possible in this Course:

Assignment	Point Value
Syllabus Quiz	25
Exams (3 X 100)	300
Discussions (4 X 50)	200
Dropbox Assignments/Reflections (3 X 50)	150
Article Critique	100
TOTAL:	775

Extra Credit assignments in addition to what's listed may be offered throughout the course at the instructor's discretion. If you are enrolled in more than one of my courses (or other HMS courses), you can only use an extra credit event to earn extra credit for one course at a time (you can choose which one).



Grading Scale:

Grade	Points Needed	Percentage Equivalent
A	694-775	90-100%
B	616-693	80-89%
C	539-615	70-79%
D	461-538	60-69%
F	460 or less	Less than 60%

Guidelines for Evaluating Students in the Human Sciences Graduate program:

What is an 'A' Student?

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
- Does not act like a "know it all"
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems
- Displays common sense
- Has strong "people skills"
- Is flexible
- Stays until the job is finished

Every student should not expect an 'A'! It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives the "excellent" grade.

A grade of 'B' or 'C' should not be perceived as failure. A grade of 'B' means "good" or "above average" and a grade of 'C' means "average".

Grades of 'D' or 'F' are appropriate when a student does not meet basic requirements, does not know basic information, and/or does not display a basic level of skill or knowledge.



Grade Questions: If you have any questions about a specific score you received you must contact me ***within a week of the grade being posted*** to schedule a time to discuss your concerns. I do not allow students to revise/resubmit or retake coursework, but can clarify why you missed points. I recommend that you check your grade points regularly. I will not review grades retroactively at the end of the semester.

Re-grading Policy: I am happy to review and/or re-grade assignments **within a week of the score being posted**. However, please realize that if you request that I review/re-grade something, my grading and the associated revised score will be the final score. My re-grading may result in you earning any of the following: a lower score, the same score, or a higher score. You will be required to agree to this regarding policy via email prior to my regarding of the assignment.

Attendance Policy: Although we are not meeting face-to-face in a classroom, “attendance” is nonetheless critical. **Attendance means that you are: logging on to MySFA daily to check the course Announcements, Grades, and contributing to discussion boards, and completing all assignments on time.** The course is time-released; you will not have access to the entire course at once. Instead, you will have access to each week’s coursework Monday through Sunday.

V. Tentative Course Calendar:

A tentative course schedule is outlined below. It indicates all reading assignments, exam dates, discussion due dates etc. **Please note that this is a *tentative* schedule that may change at any time.** I will notify the class of any changes via D2L. I will not seek out individual students to update their syllabus or initiate reminders.

Each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm unless otherwise noted. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

ALL due dates are Sunday 11:59 pm CDT/CST unless noted otherwise (e.g., final exam)

Week	Date	Topics/Content	Readings	Activities & Assignments
1	July 10-15 th (starts Tues.)	Theoretical Perspectives & Research Genetics & Prenatal Dev. Birth & the Newborn	Ch 2, 3, 4 (NOT covering Ch 1)	Syllabus Quiz Due Discussion 1 Due Search for Academic Article you will review Extra Credit: Introduce YOU Discussion



Week	Date	Topics/Content	Readings	Activities & Assignments
2	July 16-22 nd	Infancy: Physical, Cognitive, Social, and Personality Development	Ch 5, 6, 7	Discussion 2 Due Dropbox Assignment 1 Due Exam #1 due (covers all Week 1 and 2 material)
3	July 23- 29 th	Preschool Years: Physical, Cognitive, Social, and Personality Development	Ch 8, 9, 10	Discussion 3 Due Dropbox Assignment 2 Due Exam #2 due (covers all Week 3 material)
4	July 30-Aug 5 th	Middle Childhood: Physical, Cognitive, Social, and Personality Development	Ch 11, 12, 13	Discussion 4 Due Dropbox Assignment 3 Due
5	Aug 6-10 th (ends Friday)	Adolescence: Physical, Cognitive, Social, and Personality Development	Ch 14, 15, 16	Exam #3 due (covers all Week 4 and 5 material) Article Critique Due

Important University Drop/Withdrawal Deadlines:

July 11th: Last day to withdraw with partial refund (50%).

July 16th: Last day to drop with a refund (must still be enrolled in at least one summer class).

August 2nd: Last day to drop/withdraw without WP/WF

August 9th: Last day to withdraw with WP/WF

I. Readings:

Required Textbook:



Feldman, R. (2016). *Child Development* (7th ed.). Boston: Pearson.

Recommended Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615

Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction/instructor evaluation purposes (e.g., pay, retention, promotion). As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins 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 the summary of the evaluations will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Found at www.sfasu.edu/policies

1. Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. 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. 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.

2. 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/>.

3. Student Academic Dishonesty: Policy 4.1

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

Forms of Academic Misconduct/Dishonesty:

1. *Cheating:* Using unauthorized notes or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. *Aid of academic dishonesty:* Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. *Fabrication:* Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. *Plagiarism:* Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism. Submitting a work that has been purchased or otherwise obtained from the Internet or another source.
5. *Lying:* Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission. Inventing information including citations.
6. *Bribery:* Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. *Threat:* An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

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).

4. Withheld Grades (Incompletes): 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.

5. 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.

6. 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 cms.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 Martin 936-468-1740 or snyderke1@sfasu.edu.