# Wayland Mission Statement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

# Contact Information

**Course**: CNSL 5301 VC02 – Lifespan Development

**Campus**: WBU online

**Term/Session:** Fall 1 2020

**Instructor:** Dr. Tom Thomson

**Office Phone Number:** 806-773-3264 (This is my cell number. You may text this number and I will respond as soon as possible).

**WBU Email Address:** [thomas.thomson@wayland.wbu.edu](mailto:thomas.thomson@wayland.wbu.edu)

**Office Hours, Building, and Location:** Online

**Class Meeting Time and Location:** Online

# Textbook Information

**Required Textbook(s) and/or Required Materials:** Kail, Robert and Cavanaugh, John. **Human Development: A Life-Span View.** 8th edition**.** Cengage: 2018. ISBN-13: 978-1-337-55483-1.

*The textbook for this course is part of* ***Wayland's Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

# Course Information

**Catalog Description:**  Physical, cognitive, emotional and social changes that occur from conception until death and how these changes apply to the process of counseling.

This course is designed to emphasize Human Growth and Development by providing an understanding of the nature and needs of individuals at all developmental levels, including the following: Theories of individual and family development and transitions across the life-span; theories of learning and personality development; and Strategies for facilitating optimum development over the life-span.

**There is no prerequisite for this course.**

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Explain the 3 domains of development and the meaning of a “lifespan perspective”
* Demonstrate knowledge of the major theoretical perspectives in developmental psychology
* Explain the basic methods of research in developmental psychology
* Describe the typical characteristics of individuals across the lifespan
* Understand the normal variation across individuals at each point in the lifespan
* Apply developmental principles to situations associated with counseling

# Attendance Requirements

WBU online (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

# University Policies

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBU online courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

WBU Catalog

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Course Requirements and Grading Criteria

**Online discussions (100 points):** Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. These will include weekly reading assignments and discussion board posts. Students should make their discussion post and comment on two other discussion posts each week. Initial posts are due each Friday and responses to two other students are due by Sunday.This averages out to be about 8-10 hours per week of online activities, as well as navigating and conducting research over the web.

**Lifespan Development Interview and Report (100 points):** Interview someone who has reached the Late Adulthood stage of development. Write a report about the subject’s experiences that help define the lifespan development of the interviewee. This should include the information obtained from each of the four stages of the lifespan including significant critical life events, education, family, work, etc. The report should be 4 to 6 pages in length (longer is okay).

**Midterm Exam (100 pts):** The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-9.

**Final Exam (100 pts):** The final is an open book exam and will cover major learning blocks of materials from Chapters 10-16.

**Course Outline and Grading Structure:**

Weekly online discussion board assignments: 100 pts

Lifespan Development Interview and Report: 100 pts

Midterm exam: 100 pts

Final exam: 100 pts

Total points: 400 pts

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

# Tentative Schedule

**CNSL 5301 Lifespan Development Fall 1 2020 Calendar**

| Week | Reading | Assignment Due |
| --- | --- | --- |
| Week 1  August 17-23 | Chapter 1 The Study of Human Development  Chapter 2 Biological Foundations: Heredity, Prenatal Development, and Birth | Discussion Board |
| Week 2  August 24-30 | Chapter 3 Tools for Exploring the World: Physical, Perceptual, and Motor Development in Infancy and Early Childhood  Chapter 4 The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood  Chapter 5 Entering the Social World: Socioemotional Development in Infancy and Early Childhood | Discussion Board |
| Week 3  August 31-September 6 | Chapter 6 Off to School: Cognitive and Physical Development in Middle Childhood  Chapter 7 Expanding Social Horizons: Socioemotional Development in Middle Childhood | Discussion Board |
| Week 4  September 7-13 | Chapter 8 Rites of Passage: Physical and Cognitive Development in Adolescence  Chapter 9 Moving into the Adult Social World: Socioemotional Development in Adolescence | Discussion Board |
| **September 11-13** | **Midterm Exam** | **Midterm Exam** |
| Week 5  September 14-20 | Chapter 10 Becoming an Adult: Physical, Cognitive & Personality Development in Early Adulthood  Chapter 11 Being With Others: Forming Relationships in Young and Middle Adulthood | Discussion Board |
| Week 6  September 21-27 | Chapter 12 Working and Relaxing  Chapter 13 The Biopsychosocial Challenges of Middle Adulthood | Discussion Board |
| Week 7  September 28-October 4 | Chapter 14 The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues  Chapter 15 Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues | Discussion Board |
| Week 8  October 5-10 | Chapter 16 Dying and Bereavement | Discussion Board |
| **October 8-10** | **Final Exam** | **Final Exam** |