

HUM1265 Human Development: Family Science

Course Syllabus

COURSE REQUIREMENTS

Human Development: Family Science is an introductory course. All students are eligible to take this course.

COURSE DESCRIPTION

This course is designed for psychology students as well as for students in specialties that demand familiarity and understanding of how people mature and develop throughout the life span. The concentration will be from conception through death. Psychosocial development theory will be studied.

You will attain knowledge of how a baby comes to be and the individual stages an embryo goes through prior to birth. Erik Erikson developed a theory on psychosocial development. You will dissect this theory and sense how it works throughout one's life.

LEARNING OBJECTIVES

Students will inspect Erikson's psychosocial theory and understand how a person ordinarily reacts during each stage. Conception and gestation will also be a focal point in order to fully comprehend a person's life. By the end of the course, a student should:

- Manifest an understanding of theories of psychology that span the life
- Detail how people transform, cognitively, physically, socially and emotionally
- Grasp what happens at conception
- Appraise and communicate understanding of the cognitive development through life
- Express an understanding of physical changes throughout life
- Manifest an understanding of psychosocial development spanning a lifetime
- Grade and discuss a mixture of subjects from the field of human development across a lifespan

ATTENDANCE

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy. Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

CLASSROOM BEHAVIOR

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

TUTORIAL ASSISTANCE

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: tutordept@usilacs.org.

NON-DISCRIMINATORY STATEMENT

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: hr@usilacs.org.

DRESS CODE

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to www.merriam-webster.com/dictionary/business%20casual. NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

NETIQUETTE

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.
- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

ADA ACCOMMODATIONS

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office
1221 Brickell Ave.
Miami, FL 33131
1-305-330-2202
registrarsoffice@usilacs.org

ACADEMIC DISHONESTY/CHEATING

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit www.citationmachine.net for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

REFERENCE MATERIALS

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

- (2006) Human Reproductive Biology, third edition. Richard E. Jones and Kristin H. Lopez. Academic Press
- (2004) Erikson's Psychosocial Developmental Stages. James S. Fleming, Ph. D.
- (2016) Introduction to Sociology. Wiki books.
- (2013) Family: Sutter Health, Palo Alto Medical Foundation. Nancy Brown Ph.D.
- (2017) 8 Stages of Development by Erik Erikson (Sprouts)
- (2017) Human Fertilization and Early Development by Khan Academy
- (2014) Adolescence: Crash Course Psychology by Mr. Hank
- (2013) Fertilization by Nucleus Medical Media

MINIMUM REQUIRED SUPPLIES

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

GRADING SYSTEM

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a “D” in order to pass the class.

ASSIGNMENTS

Developmental Milestone Chart-

Construct a chart of age-related developmental milestones. Your visual should highlight the essential development features of each age category and sampling concerns or issues pertinent to that age.

Case Study-

Observe and/or interview a student or adult in an age range of interest to you. You should conduct an interview or observation at least two times. The person can not be a family member. The paper should include a brief physical description of the person, then describe the cognitive, social, moral, and emotional development of the person. This should be at least one page long.

Topic presentation-

Choose one of the topics covered in class. You need to pick one of the topics covered

in class and do a presentation. Answer the following questions and do a visual presentation.

- 1) How did the topic relate to your personal life?
- 2) What was new to you and some misunderstanding regarding the topic?

WEEKLY ASSIGNMENTS

Week 1	Overview of course and coursework Part 3 of Chapter 9
Week 2	Part 3 of Chapter 10
Week 3	Trust vs. Mistrust
Week 4	Autonomy vs. Shame/doubt <i>Developmental Milestone Chart due</i>
Week 5	Video review and Exam
Week 6	Initiative vs. Guilt
Week 7	Industry vs. Inferiority
Week 8	Identity vs. Role Confusion <i>Case Study due</i>
Week 9	Video review and Exam
Week 10	Intimacy vs. Isolation
Week 11	Generativity vs. Stagnation
Week 12	Integrity vs. Despair <i>Topic Presentation due</i>
Week 13	Video review and Final exam