

**CDFS 110 May 2022
Families Across the Lifespan**

Instructor: Megan Mikesell

FORMAT & LENGTH

CDFS 110: Families Across the Lifespan is a 3-credit hour, undergraduate course delivered 100% online. There are no prerequisites for this course.

CONTACTING THE INSTRUCTOR:

The best way to contact me is to e-mail me via eCampus. I will respond to your e-mail within 24 hours during the week, 48 hours on weekends.

REQUIRED TEXT:

Santrock, J.W. (2020). *Essentials of Life-Span Development* (7th ed.). New York, NY: McGraw-Hill.
ISBN 13: 9781264058877

COURSE DESCRIPTION:

You have chosen to take *Families Across the Lifespan* as partial fulfillment for either Area of Emphasis (AOE) in child development in the Regents Bachelor of Arts degree, the CDFS minor, or to fulfill the General Education Foundations (GEF) Curriculum. This course meets the GEF LEAP by providing students with the opportunity to: examine and analyze the role of the family in human development in a way that is applicable and relevant to their lives (past, present, and future); observe and evaluate the development of a preschool-aged child; critique the portrayal of contemporary issues related to human development in the family as described in two sources; and recognize the interdependence of the multiple domains of development and the multiple factors (e.g., genetics, biology, family, neighborhood, culture) that influence human development.

As you explore individual and family life development across the lifespan you will examine the physical, cognitive and social development of individuals within a family context. Having a better understanding of all the involved factors puts each of us in a stronger position to positively influence our own development as well as the development of those for whom we are responsible.

GLOBAL STUDENT OBJECTIVE:

As the result of having studied this course, the student should have a good understanding of the typical development of individuals from the prenatal stage through the last stages of life and of the important role that families play in their development and well-being. The student should be better prepared to positively influence her/his future life as an individual and the lives of those with whom she/he interacts in her/his roles as family member, future professional, and member of society.

EXPECTED LEARNER OUTCOMES

As part of the General Education Foundations (GEF) curriculum, this course incorporates GEF Learning Goals in addition to the specific learning outcomes for the course. Specifically, the following GEF Learning Goals will be addressed in this course:

- *WVU GEF LEARNING GOAL 1: GEF courses should tie some aspect of course objectives to problems and issues that students recognize in today's world.*
- *WVU GEF LEARNING GOAL 2: GEF courses should teach at least one intellectual or practical skill relevant to modern life, and explicitly describe to students what it is and where it is applicable.*
 - *This course will address learning goals 2a: inquiry and analysis, and 2b: critical and creative thinking*

- *WVU GEF LEARNING GOAL 4: GEF courses should allow for the integration and synthesis of knowledge across disciplines, and courses should explicitly explain the connection of knowledge across disciplines.*

TECHNICAL REQUIREMENTS & SUPPORT:

- To complete the course requirements you will need access to a computer that can support the WVU eCampus system. In addition, course materials will be posted in pdf format, so you will need **to have a PDF reader (such as Adobe) installed on your computer**. If you do not have a PDF reader, you will not be able to open the course materials.
- You can download a PDF reader for free from: <http://get.adobe.com/reader/> . In addition, you should refer to Adobe Acrobat Reader's Accessibility Statement - <http://www.adobe.com/help/accessibility.html>.
- There will also be times when we will view videos on YouTube or TeachTube to view video content. Please refer to these resources re: accessing YouTube. Please read their statement on inclusivity and refer to this document: <https://support.google.com/youtube/answer/189278?hl=en>

If you run into problems logging into eCampus, please contact the ITS Help desk at ITShelp@mail.wvu.edu or call 293-4444 ext.1 for assistance.

WVU POLICIES AND STATEMENTS

Here is the link to academic policies: <https://tlcommons.wvu.edu/syllabus-policies-and-statements>

The list may include, but it not limited to: Academic Integrity, Academic Standards Policy, Accessibility, Adverse Weather, Appropriate Use of Technology, Attendance Policy, Campus Safety, Inclusivity, Incomplete, Sale of Course Material, Sexual Misconduct, COVID-19 Statement, and Student Evaluation of Instruction.

PRIVACY

All reasonable efforts will be made to insure your privacy. To facilitate this effort, class grades will be posted via "My Grades" tool. **It is good practice to frequently check your grades in order to keep up to date on your performance.** It is my policy that no grades will be given out over the phone.

RE-TAKING THE COURSE: For Students who are taking CDFS 110

Students who are re-taking CDFS 110 must complete all assignments again (i.e., students may NOT hand in papers which were completed in previous semesters). Any student who re-submits papers will receive a "0" on the assignment, and will be reported to Office of Student Conduct. Please see your instructor with any questions or concerns..

CDFS ACADEMIC INTEGRITY STATEMENT

The CDFS follows the [WVU policy on Academic Integrity](#). Per the WVU policy and procedures, any suspected instances of academic dishonesty are reported to the WVU Office of Academic Integrity and are penalized. Penalties for academic dishonesty could include, but are not limited to: point reduction on an assignment, failure of an assignment, or failure in a course.

UNIVERSITY SANCTIONED ABSENCES:

CDFS follows the WVU guidelines for University-sanctioned absences (<https://provost.wvu.edu/academic-calendar>).

MAKE-UP WORK POLICY

I will not allow students to make-up missed assignment deadlines without a University-sanctioned reason for missing the assignment, documentation will be required. Requests for make-up work must be made in writing to the instructor via email, and within 24 hours of missing the assignment.

LATE WORK POLICY

Any work that is submitted late, except quizzes, can only receive up to 50% credit. Students have until 11:59pm on the last day of class to submit any late work.

Quiz Make-up Policy. I will not allow students to make-up quizzes without a legitimate reason for absence, documentation will be required.

COURSE REQUIREMENTS and CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE

Syllabus Quiz (5 extra credit points).

You can earn 5 extra credit points if you take the syllabus quiz on eCampus. This quiz is about the contents of this syllabus.

Quest: Journey Through the Lifespan (100 points).

Students will engage in the Quest: Journey Through the Lifespan via the virtual textbook. This is a software package that provides individuals with the opportunity to engage in a simulation, similar to a video game. This allows students to apply course content in simulated experiences. Students will receive 10 points for completing each simulation; there are 14 total simulations and students can drop four of these for a *maximum* total of 100 points. The due dates for the Quest assignments are as follows:

Quest Content Connections (100 points).

Students will submit a total of four Quest Content Connections throughout the semester. Students may select any four of the developmental periods (listed below with due dates) to complete the Quest Content Connection; however, students will only get credit for four. If students complete more than four, only the first four submitted will be graded for credit.

For the Quest Content Connections, students will be required to will select one of the developmental periods and objectives explored in one of the two Quests from that developmental period. Students will do the following:

1. Summarize the key components of that objective (e.g., co-parenting during early adulthood).
2. Find a popular press article that connects to that component (e.g., newspaper article that talks about how to be better co-parents after divorce).
3. Summarize what the sources states about the component.

Students will submit the Quest Connections via eCampus. The deadlines for the Question Connections are as follows:

Infancy/toddlerhood (Gabi or Haruki)
Early Childhood (Zoe or Oliver)
Middle Childhood (Abby or James)
Adolescence (Rohan or Kate)
Early Adulthood (Martinez or Allison)
Middle Adulthood (Felisha or Harvey)
Late Adulthood (Geraldine or Emilio)

Detailed instructions and grading rubric will be posted on eCampus.

APA Style & Plagiarism Avoidance Assignments (50 points).

Students will complete a series of assignments that will teach them about citing in APA style, as well as plagiarism avoidance. These assignments will be worth 10 points each. The assignments will be completed on eCampus.

Intro to APA format
 WVU Library Plagiarism Avoidance Tutorial
 APA Practice 1
 Plagiarism Practice
 APA Practice 2 – Peer Feedback

Writing Assignments (WAs) (45 points)

Writing assignments (WAs) are located on eCampus and are shared with the instructor for grading purposes. Students will complete nine WAs. The writings should be written in complete sentences, between 4-5 sentences long, completely address the prompt, and connect the course material and personal experiences. Each WA is worth 5 points. Students can work ahead, but will not be permitted to submit writings after the due date. For example, a student cannot complete any WA from Chapters 1-7 after Week 1.

Weekly Quizzes (150 points).

These assessments were designed to meet WVPTS 1a, 5I

Quizzes will be worth 25 points each and are non-cumulative. Quizzes will consist of 25 multiple choice/matching/fill-in-the-blank questions and questions will be worth 1 point each. Quizzes will be open from Monday morning at 12:00 am to Sunday evening at 11:59 pm. During this time, students can attempt to take the quiz twice. Keep in mind that quiz questions will be different for each attempt. Students will be tested on material from the assigned readings. Importantly, the questions on the quizzes will be a mix of definition/identification, as well as synthesis and application of material.

SUMMARY OF GRADING PROCEDURE:

Final grades will be determined by the total points earned over the semester from the following:

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| APA & Plagiarism Avoidance Assignments | 50 points |
| Quest: Journey Across the Lifespan | 100 points |
| Quest Content Connections | 100 points |
| Writing assignments | 45 points |
| Weekly Quizzes | 150 points |

FINAL GRADES WILL BE CALCULATED ACCORDING TO THE SCALE BELOW:

445-400 - A
 399-356 - B
 355-311 - C
 310-267 - D
 Below 266 - F

All work must be submitted by 11:59 p.m. on the last day of class. No work will be accepted after this date.