

CDFS 110 Syllabus

Families Across the Lifespan (3 credits) – 8 weeks
Online Asynchronous

Instructor Information

Please visit the Instructor Information page on the left main course menu in eCampus for specific contact information for your instructor.

Course Overview

Explores the physical, psychological, and cognitive developmental changes of individuals who are functioning in family systems that change across the life-span.

Student Learning Objectives

At the successful conclusion of the course, students should be able to:

- Analyze and define the diverse array of theories of development and the strengths and shortcomings of each
- Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways across the lifespan.
- Explain the role of the family in human development across the lifespan, and how the role of the family changes over time. Describe how the family influences and is influenced by development across the lifespan.
- Demonstrate and apply an understanding of the major milestones of cognitive, social/emotional, and physical development during each stage of human development.
- Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social across the lifespan.

Instructor Expectations

What I expect of you

This class is no different from an in person class in that how much and how well you learn is ultimately up to you.

In addition to following Course Policies, it is expected that that you will:

- check your e-mail and/or eCampus about announcements or matters related with this course at least once per day,
- actively participate weekly online discussions,

- submit all assignments on time,
- be courteous and professional at all times, especially in online discussions, and
- know that your contribution to the class is valued and expected.

This course will be conducted entirely online. There will be no set class meeting times, but you will be required to complete assignments with specific due dates. It is your responsibility to complete the work on time, which may require you to complete the work early (as the course materials are available) if you plan to travel or participate in national holidays, religious observances, or University-approved activities. If you need to request an exception due to a personal or medical emergency, contact the instructor directly as soon as you are able. The instructor's ability to accommodate you is dependent on the earliest possible notification. Such requests will be considered on a case-by-case basis.

What you can expect of me

In addition to the communication expectations I listed on the Instructor Information page, I'll be working to ensure that you receive your thorough feedback in a timely manner so that we can apply it to the improvement of your future submissions. You can expect me to grade and provide you feedback no later than one week after an assignment has been submitted. Once you get feedback from me, please don't hesitate to contact me if you have questions or concerns as you work through mastering the course content. I will make my best effort to answer you within one business day. I will notify the class if I will be away for any extended time.

Required Materials

There are no required materials for this course.

Required Technology

Students need to have access to a computer for word processing, e-mail and access to eCampus. Reliable access to the Internet is required for completion of this course. The required technical skills to participate in this course are:

- Navigate the web
- Use email with attachments
- Use your WVU MIX Account for Google Documents and Drive
- Create and submit files in commonly used word processing program formats
- Download and install software
- Consult software tutorials and other online sources as a method of learning features

The Getting Help page in this course and in the Orientation will help guide you with overall Technology Requirements and assistance if needed.

For eCampus technical support, the main point of contact is ITS. You can search the help portal for known solutions to common issues, or submit a request at the [WVU IT Help Center](#), or please call the ITS Service Desk at 304-293-4444 with eCampus technical issues.

Assessments and Grading

Following is an outline of the course assessments.

Course Learning Activities

Assessment	Quantity	Points Per	Total Points
Quizzes	6 Parts	25	150
Discussions	6 Parts	20	120
Semester Long Project	8 Parts	<ul style="list-style-type: none"> • Part 1: 20 • Part 2: 20 • Part 3: 20 • Part 4: 20 • Part 5: 20 • Part 6: 20 • Part 7: 20 • Part 8: 40 	180
Maximum Total Points			450

Quizzes

There will be 6 timed quizzes throughout the course, one quiz in each Module. Each quiz will contain 25 questions. You will have two attempts to complete each quiz. Students are recommended to complete the Module study guides found in the course content to help prepare for each Module quiz.

Discussions

There will be one graded discussion in each Module of this course. These discussions will allow you to apply and reflect on the knowledge you have learned through the course content and required materials. Each discussion has a grading rubric and due date which can be found in eCampus.

In addition to the graded discussions, there is an ungraded Introduction discussion. This provides you with an opportunity to meet your peers and instructor.

Semester Long Project

Throughout this semester, you will learn about the physical/motor, cognitive/language, and social/emotional developmental changes of individuals and what the role of the family has on one's development. The purpose of this project is to apply your understanding of change in one domain of development across the lifespan. In addition, this project is designed to apply your understanding of the role of the family in the changes in development. There are eight parts to this project. Each part has a grading rubric and due date which could be found in eCampus.

Late or Make Up Work

All assignments are due by the deadline specified in the Course Calendar. Your Instructor reserves the right to apply penalties to late work for their class. Contact your instructor immediately if you have any questions about their policy.

Grading Scale

Letter Grade	Percentage
A	90 – 100%
B	80-89%
C	70-79%
D	65-69%
F	< 65%

Course Schedule

Orientation Module	Course Orientation
<p>Orientation Objectives</p> <ul style="list-style-type: none"> describe instructor expectations, locate key information about the course, including assignments, due dates, technical information, library resources, places to get help, and course policies, identify tips for succeeding in an online course, and communicate with the instructor and fellow students. <p>Orientation Assignments</p> <ul style="list-style-type: none"> Orientation Quiz Introduction Discussion 	

Module 1	Themes, Birth, & Infancy
<p>Module 1 Objectives</p> <ul style="list-style-type: none"> Analyze and define theories, themes, and viewpoints of development, and apply the theories that explain development during the prenatal, infant, and toddler periods. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during the prenatal, infant, and toddler years. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during the prenatal period, infancy, and toddlerhood. Describe the major milestones of development in each domain during ways during the prenatal period, infancy, and toddlerhood. Describe how the family influences and is influenced by development during birth, infancy and toddlerhood. <p>Module 1 Assignments</p> <ul style="list-style-type: none"> Module 1 Quiz Module 1 Discussion Part 1 and Part 2 of the Semester Long Project. 	

Module 2	Early & Middle Childhood
<p>Objectives</p> <ul style="list-style-type: none"> Describe the major milestones of development in each domain during early childhood and middle childhood. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during early childhood and middle childhood. Describe how the family influences and is influenced by development during early childhood and middle childhood. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during early childhood and middle childhood. Apply the theories that explain development during early childhood and middle childhood. <p>Assignments</p> <ul style="list-style-type: none"> Module 2 Quiz Module 2 Discussion Part 3 of the Semester Long Project 	

Module 3	Adolescence
<p>Objectives</p> <ul style="list-style-type: none"> Describe the major milestones of development in each domain during adolescence and emerging adulthood. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during adolescence and emerging adulthood. Describe how the family influences and is influenced by development during adolescence and emerging adulthood. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during adolescence and emerging adulthood. Apply the theories that explain development during adolescence and emerging adulthood. <p>Assignments</p> <ul style="list-style-type: none"> Module 3 Quiz Module 3 Discussion Part 4 of the Semester Long Project 	

Module 4	Early Adulthood
<p>Objectives</p> <ul style="list-style-type: none"> Describe the major milestones of development in each domain during ways during early adulthood. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during early adulthood. Describe how the family influences and is influenced by development during early adulthood. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during early adulthood. Apply the theories that explain development during early adulthood. <p>Assignments</p> <ul style="list-style-type: none"> Module 4 Quiz Module 4 Discussion Part 5 of the Semester Long Project 	

Module 5	Middle Adulthood
<p>Objectives</p> <ul style="list-style-type: none"> Describe the major milestones of development in each domain during ways during middle adulthood. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during middle adulthood. Describe how the family influences and is influenced by development during middle adulthood. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during middle adulthood. Apply the theories that explain development during middle adulthood. <p>Assignments</p> <ul style="list-style-type: none"> Module 5 Quiz Module 5 Discussion Part 6 of the Semester Long Project 	

Module 6	Late Adulthood & Death
<p>Objectives</p> <ul style="list-style-type: none"> Describe the major milestones of development in each domain during ways during late adulthood. Apply knowledge of the interdependency of all domains of development – physical, cognitive, emotional, and social during late adulthood. Describe how the family influences and is influenced by development during middle adulthood. Identify the ways that the major domains of development across the lifespan are affected by genetic, biological, physiological, environmental, and cultural factors in both direct and indirect ways during late adulthood. Apply the theories that explain development during late adulthood. Describe and identify death and life/death issues. Identify socio historical and cultural components of death and grief. <p>Assignments</p> <ul style="list-style-type: none"> Module 6 Quiz Module 6 Discussion Part 7 and Part 8 of the Semester Long Project 	

Course Policies

Note: Students are responsible for reviewing [West Virginia University Syllabus Policies and Statements](#) on inclusivity, academic integrity, incompletes, sale of course materials, as well as student evaluation of instruction, and days of special concern/religious holiday statements. In

addition, students are responsible for reviewing student expectations on the [Student Conduct Code and Discipline Procedure for the Main Campus of West Virginia University](#).

Disclaimer

Please note that the specifics of this Course Syllabus can be changed at any time, and you will be responsible for abiding by any such changes. All changes will be communicated with you via e-mail, course announcement and/or course discussion forum. If for any reason, you are no longer able to complete this semester, it is your responsibility to immediately notify your instructor.