

ARIZONA WESTERN COLLEGE
SYLLABUS

FAS 238 HUMAN DEVELOPMENT

(Same as PSY 238)

Credit Hours: 3 Lec 3

General Education Course: WI (Writing Intensive)
C (Ethnic, Race, Gender Awareness)

PREREQUISITE: ENG 101

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

General insight into the human growth and development process from conception to death. Leading life span developmental theories and concepts are explored. Provides information for family and consumer sciences, nursing, psychology, sociology and physical education majors. Students planning to transfer this course should also take PSY 101 which many universities require as prerequisite.

1. COURSE GOALS

- 1.1 Explain heredity and environmental factors, which influence development of an individual from before birth throughout the lifespan.
- 1.2 Discuss basic concepts of physical, emotional, social, and intellectual development of people and how these concepts interrelate.
- 1.3 Name and explain various developmental theories and some of the more prominent persons who have contributed to the study of human development.
- 1.4 Identify the "at risk" factors associated with each stage level; factors which, when severe, can disable the individual's joy in living.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 describe the process of prenatal development including identifying the biological and environmental factors that may affect that development.
- 2.2 relate how health and nutrition affect physical development throughout the lifespan.
- 2.3 explain sequences of perceptual and physical development from birth to death.
- 2.4 describe cultural and societal factors, which may affect social and emotional development throughout the lifespan.
- 2.5 describe how gender differences impact the social and emotional development throughout the lifespan.
- 2.6 outline major theories of cognitive and moral development throughout the lifespan.
- 2.7 describe the development of language and communication throughout life.
- 2.8 explain the importance of play in the overall development of the individual during his lifespan.
- 2.9 relate principles of development to observations completed on individuals of all ages. The observations continually ask the student to respond on race, ethnic, and gender differences.
- 2.10 generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

3. AWC GENERAL EDUCATION (GE) OUTCOMES3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically

- Use information effectively to accomplish a specific purpose
- Use information effectively to accomplish a specific purpose

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.3 SCIENTIFIC LITERACY

- Distinguish between a scientific hypothesis and scientific theory
- Describe the scientific method as a process
- Utilize data to communicate and apply an understanding of scientific logic and/or quantitative reasoning
- Analyze an article in popular literature that pertains to science and interpret the findings in terms of public policy, personal experience, or daily life

3.4 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

4. METHODS OF INSTRUCTION

- 4.1 Textbooks
- 4.2 Supplemental materials
- 4.3 Instructional technology
- 4.4 Lectures
- 4.5 Guest speakers
- 4.6 Class discussions
- 4.7 Group or teamwork
- 4.8 Related activities
- 4.9 Examinations
- 4.10 Observations of people and research project
- 4.11 Written assignments

5. LEARNING ACTIVITIES

- 5.1 Reading

- 5.2 Writing
- 5.3 Discussion

6. EVALUATION

- 6.1 Class participation
- 6.2 Exams
- 6.3 Written assignments
- 6.4 At least 33% of the student's grade in the course will be based on written discourse consisting of a minimum of 3000 words or about 12 pages of revised writing.

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course