

Course Information

Date Submitted: 2/7/2014

Current Prefix and Number: FAM - Family Studies , FAM 254 LIFE COURSE HUMAN DEVELOPMENT

Other Course:

Proposed Prefix and Number: FAM 254

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Family Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Trent Parker

Email: trent.parker@uky.edu

Phone: 257-2617

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: DEVELOPMENTAL PSYCHOLOGY

Proposed Title: DEVELOPMENTAL PSYCHOLOGY

c. Current Transcript Title: DEVELOPMENTAL PSYCHOLOGY

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 1 hr 15 minutes

Proposed Meeting Patterns

OTHER: Internet/web based

OTHEREXPLAIN: DL using BlackBoard

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3.

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.

Proposed Course Description for Bulletin: An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.

2j. Current Prerequisites, if any: Prereq: PSY 100 or equivalent.

Proposed Prerequisites, if any: Prereq: PSY 100 or equivalent.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Trent Parker

Instructor Email: trent.parker@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course will incorporate the use of discussion boards to facilitate discussion between faculty and students as well as between students. With each content section, discussion board topics will also be available for students and faculty to discuss the topics. Discussions will be prompted by questions that would be similarly asked in a classroom based course. Additionally, concepts throughout the course will be highlighted and illustrated through YouTube and TED talks, available online. The instructor is available through email, online office hours, and twitter. The course syllabus is in the Ombud suggested format and all distance learning considerations/requirements are included.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The same course materials that are used in a classroom-based format will be used in the DL format. The primary difference will be the mode of communication. However, many students, even in a classroom-based format, rely on electronic communication to contact instructors. Exam materials will be posted online for the DL format, while the classroom based format uses paper and scantron. Students in both environments will have opportunities to discuss course material. Both classroom-based and DL courses will use powerpoint with instructor lectures, the use of media to demonstrate or highlight content, and the posting of grades. For students in both environments, the instructor is available by email with prompt replies. Currently, the classroom-based course also has students submitting completed assignments via blackboard, the same as the DL students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will use Blackboard, a password-protected learning system, for submission of assignments and taking exams. Exams are time-limited and can be adjusted for students with learning disabilities. Additionally, the course will use ProctorU to monitor the exams that the students will take. ProctorU is a service designed to proctor online exams. The service costs \$14.75 for a one-hour exam, regardless of how long the student requires to complete the exam, which also accommodates students who may require a longer time to complete the exam.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Classroom-based and DL based courses will use Blackboard. They will rely on the IT Services Center for assistance for technology-related services.

6. How do course requirements ensure that students make appropriate use of learning resources? The course has the same learning resources such as textbook, the same learning outcomes, the same course content, and the same use of media to illustrate. Additionally, the course will use discussion boards to facilitate discussion.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. This course does not require access to University provided laboratories, facilities, or equipment unique to the course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students rely on the IT Service Center for assistance with Blackboard. The syllabus highlights how to access assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. n/a

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Trent S. Parker

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 254 CHANGE Dept Review|20140115

SIGNATURE|LGRABAU|Larry J Grabau|FAM 254 CHANGE College Review|20140210

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 254 CHANGE Undergrad Council Review|20140417

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 254 CHANGE Dept Review|20140218

SIGNATURE|LGRABAU|Larry J Grabau|FAM 254 CHANGE College Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 254 CHANGE Undergrad Council Review|20140417

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

ID	Attachment
3107	Syllabus Summer 2014.docx

First | Last

Upload File

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	FAM - Family Studies FAM 254 LIFE COURSE HUMAN DEVELOPMENT	Proposed Prefix & Number: (example: PHY 401G)	FAM 254
* What type of change is being proposed?	<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 2/7/2014
b.	Department/Division: Family Sciences		
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
a.*	* Contact Person Name: Trent Parker	Email: trent.parker@uky.edu	Phone: 257-2617
	* Responsible Faculty ID (if different from Contact):	Email:	Phone:
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: 4
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that proposed changes do not affect DL delivery.			
b.	Full Title:	DEVELOPMENTAL PSYCHOLOGY	Proposed Title: * DEVELOPMENTAL PSYCHOLOGY
c.	Current Transcript Title (if full title is more than 40 characters): DEVELOPMENTAL PSYCHOLOGY		
c.	Proposed Transcript Title (if full title is more than 40 characters):		

d. Current Cross-listings:		<input type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none
<i>Proposed – ADD² Cross-listing (Prefix & Number):</i>					
<i>Proposed – REMOVE^{2,2} Cross-listing (Prefix & Number):</i>					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.					
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	1 hr 15 minutes				
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Internet/web based Please explain: DL using BlackBoard		
f. Current Grading System:		ABC Letter Grade Scale			
<i>Proposed Grading System:*</i>		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	<i>Proposed number of credit hours:*</i>	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
<i>* Proposed to be repeatable for additional credit?</i>					<input type="radio"/> Yes <input checked="" type="radio"/> No
<i>IF YES:</i>	<i>Maximum number of credit hours:</i>				
<i>IF YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.					
<i>* Proposed Course Description for Bulletin:</i>					
An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.					
j. Current Prerequisites, if any:					
Prereq: PSY 100 or equivalent.					
<i>* Proposed Prerequisites, if any:</i>					
Prereq: PSY 100 or equivalent.					
<i>* </i>					
k. Current Supplementary Teaching Component, if any:					<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiator</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technc

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <input type="text" value="FAM 254"/>	Date: <input type="text" value="10/21/2013"/>
Instructor Name: <input type="text" value="Trent Parker"/>	Instructor Email: <input type="text" value="trent.parker@uky.edu"/>
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?

This course will incorporate the use of discussion boards to facilitate discussion between faculty and students as well as between students. With each content section, discussion board topics will also be available for

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course or assessment of student learning outcomes, etc.

The same course materials that are used in a classroom-based format will be used in the DL format. The primary difference will be the mode of communication. However, many students, even in a classroom-based format, rely on

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

The course will use Blackboard, a password-protected learning system, for submission of assignments and taking exams. Exams are time-limited and can be adjusted for students with learning disabilities. Additionally, the

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Classroom-based and DL based courses will use Blackboard. They will rely on the IT Services Center for assistance for technology-related services.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The course has the same learning resources such as textbook, the same learning outcomes, the same course content, and the same use of media to illustrate. Additionally, the course will use discussion boards to

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

This course does not require access to University provided laboratories, facilities, or equipment unique to the course.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students rely on the IT Service Center for assistance with Blackboard. The syllabus highlights how to access assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

n/a

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Trent S. Parker

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT7/Help>)

Revised 8/09

- ^[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ^[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ^[4] Removing a cross-listing does not drop the other course - it merely unlinks the two courses.
- ^[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ^[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ^[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

University of Kentucky
Department of Family Studies
FAM 254—Life Course Human Development

Instructor: Trent Parker, Ph.D., LMFT
e-mail: trent.parker@uky.edu
Twitter: @trentsp
Telephone: 859.257.2617 (o)
Office: Funkhouser 317
Office hours: (Virtual) Mondays and Tuesdays 9:00a-10:00a; or by appointment

Required Text:

Craig, G. J., & Dunn, W. L. (2010). Understanding human development (2nd ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall. (ISBN-13: 9780205753079; you do NOT need the My Development Lab Access Code)

Course Description:

An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.

Learning Outcomes:

At the completion of this course, students will be able to:

- Interpret and explain basic theories of human development.
- Describe the developmental tasks of each life stage.
- Integrate and explain physical, cognitive, emotional, and social domains of development from birth to death.
- Connect the roles of family, peers, school and work in relation to individual development.
- Illustrate the role the influence of history and culture in life course development.
- Apply knowledge gained from a greater understanding of human development and life course to individual, family, and community contexts.

Technical requirements and services:

This course is being offered through web based distance learning and exams. To be advised of technical requirements for the recommendations for equipment and software at

<http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

UKIT Service Desk is available to help with computer or technical issues or complaints regarding the distance learning components of the course:

<http://www.uky.edu/ukit/Help>

Phone: 859-218-4357 or toll free: 1-877-481-8548

E-mail: helpdesk@uky.edu

Blackboard is the learning system through which you will access course content and submit tests and assignments. If you have problems with Blackboard or have other technology problems, please contact the UKIT Service Desk.

Regarding ProctorU: Their website (<http://www.proctoru.com/higheredportal.php>), indicates that students ... “will be connected to a live person during their exam that will be there to guide them through the process, answer any questions not related to exam material, and assist with any technical problems.” If students encounter any problems or have complaints, they are directed to call the ProctorU proctor line at 855-772-8678. The cost for each hour exam is \$14.75, though the student may take longer than an hour to complete it.

Course requirements

Exams (45 points). Three exams will be given throughout the semester, each worth 15 points. The format of the exams will be multiple choice and true/false. Exams will only assess the material covered since the previous exam. Content for the exam will come from the text as well as class. Make-up exams will be given only in the event of an illness or an emergency. Students may call (859) 257-2617 and leave a message or email, prior to test time on the day of the exam if they must miss class. Failure to follow this procedure may result in the student not being able to take a make-up exam. In the event that a student misses a make-up exam, they must bring documentation stating why they missed and it will be at the instructor’s discretion if a second make-up exam time will be granted.

Exams will be monitored by ProctorU. Students are required to make payment by credit card and make arrangements to have their exam proctored through the following portal:
<https://go.proctoru.com/login.asp>

Reflection posts (30 points). Throughout the semester, you will be required to post a reflection on BlackBoard for each developmental stage that we will cover. For each post, you will need to write about things that stand out to you during that stage of development (unless you have an amazing memory, you’ll need to ask parents/guardians/grandparents for things that stand out during infancy and toddlerhood). If you haven’t yet reached a developmental stage (e.g., middle/older adulthood), you’ll need to write about what you have observed in those around you.

After writing about what stands out in each stage, you’ll need to incorporate course material into the post. For example, when you are writing about infancy/toddlerhood, you could incorporate Piaget’s concepts from the text into your experiences from that stage of development. Each post will be worth 5 points and will be due by the end of class on the week due (see course outline).

Grading for each post is as follows: (5-4 pts)—Shares two personal experiences from that stage of development; synthesis of course material is clear; few, if any typos; post is 5 paragraphs. (3-2pts)—Shares two personal experiences from that stage of development; synthesis of course material is a stretch (doesn’t fit); typos; post is 3-4 paragraphs. (1-0 pts) Shares two personal experiences from that stage of development; synthesis of course material is missing or doesn’t fit; typos; post is missing or less than 3 paragraphs.

Course project (25 points). For this requirement, you'll need to select ONE of the following:

1. Observe a group of children between the ages of 5 and 10 years old (should all be about the same age). Note their behaviors and keep notes about what you see. Choose a setting where children interact naturally (such as a park or playground). Observation should be at least 45 minutes in duration. You will then need to write a paper that analyzes what you observed based on course materials for children at that developmental level. Paper should be 3-4 pages, submitted via BlackBoard.
2. Interview an adolescent (be sure to get parent/guardian permission if they are under 18) about their experiences based on course content. For example, you can ask questions relating to their experience of identity development, dating, cliques, etc. The interview should last at least 45 minutes. You will then need to write a paper that analyzes the experiences of the adolescent based on course materials. Paper should be 3-4 pages, submitted via BlackBoard.
3. Select a movie to watch from the list provided. Try to select a movie that you haven't seen. Select one character in the film and study and analyze the character's development based on course materials. Write your analysis in a paper, 3-4 pages in length, and submit it via BlackBoard.

Grading for the project is as follows: (25-23) Paper is well written, grammatically correct with few, if any typos; synthesis of course material and activity is clear, well defined, and makes sense; paper is at least 3 pages. (22-20) Paper is well written, but contains some grammatical errors and/or typos; synthesis of course material and activity is clear, well defined, and makes sense; paper is at least 3 pages. (19-17) Paper is poorly written, grammatical and typos are throughout; synthesis of course material is not well defined or clear; paper is at least 3 pages. (16-15) Paper is poorly written, grammatical and typos throughout, synthesis of course material is either not present or does not fit; paper is less than 3 pages long. (14 and below) Paper is missing, unreadable, or did not follow instructions.

Grading:

Midterm grades will be posted according to university guidelines.

The final course grade will be based on the following points. (Note: Your total points will be rounded to the nearest number. For example, if you accrue 89.5 points in a semester, your points will be rounded to 90. On the other hand, if you accrue 89.4 points, your points will be rounded to 89.)

A	100-90
B	89-80
C	79-70
D	69-60
E	59-

In order to cover the amount of material needed to achieve the above outcomes, students are expected to: **Complete the readings and any outside assignments in a timely manner that prepares the student regarding course content relevant for the exam.**

PowerPoint slides are available to supplement the textbook, not replace it, and you are expected to know the material from both. Links to videos and other supplemental material such as discussion board content regarding consumer issues are valid course content for exam purposes!

You will need to use your UK e-mail account for ALL class communications and discussions. I will use Blackboard and, therefore UK e-mail accounts, to send out important class announcements and other information.

Scholastic Honesty

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an

appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

Information on penalties. This is straight from the University Senate Rules (section 6.4.3):

Penalties. If the student has previously received a penalty for an offense at least as severe as an E or F in a course, the chair shall inform the responsible dean, who shall determine an appropriate penalty pursuant to Section 6.4.3.B.1.b.

Otherwise, if the student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

Otherwise, if there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. The instructor may also choose to impose one of the following additional penalties after consulting with the chair:

- (a) require the student to perform extra academic work (failure to complete the extra work should result in a grade of E or F for the course);
- (b) reduce the final grade in the course by a specified number of levels;
- (c) assign a grade of E or F, as appropriate, for the course;
- (d) if the offense is particularly egregious, and if the chair approves, forward the case to the responsible dean with a recommendation for a penalty of a grade of XE or XF in the course or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will find a paper "Plagiarism: What is it?" <http://www.uky.edu/Ombud/Plagiarism.pdf> and an online tutorial

entitled "How to avoid plagiarism"

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

Attendance Policy.

Clearly spell out attendance policies for the course, in accordance with Senate Policy on excused absences.

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Outline

Date	Chapters covered/Activities/Assignments Due
June 12-20	Chapters 3 & 4 Chapter 5 Reflective post: Infancy & toddlerhood Due June 20th
June 23-27	Chapter 6 Chapter 7 Reflective post: Early childhood Due June 27th
June 30-July 3	Chapters 8 & 9 Reflective post: Middle childhood Due July 3rd
July 7-July 11	Exam 1—July 7-8 Chapter 10 Chapter 11 Reflective post: Adolescence/Emerging adulthood Due July 11th
July 14-July 18	Chapters 12 & 13 Reflective post: Young adulthood Due July 18th
July 21-July 25	Exam 2—July 21-22 Chapter 14 Chapter 15
July 28-Aug 1	Chapters 16 & 17 Reflective post: Middle/Older adulthood Due Aug 1st
Aug 4-5	Chapter 18; Aug 4th—Project due

Exam 3: August 6-7

Possible Films for Project

The Prince of Tides
Breaking Away
Antwon Fisher
The Good Mother
Lorenzo's Oil
Terms of Endearment
Dead Poets Society
City Slickers
Field of Dreams
The Shawshank Redemption
Bridges of Madison County
Matilda
Losing Isaiah
Philadelphia
Bye, Bye Love
The War of the Roses
What's Eating Gilbert Grape?
Steel Magnolias
A River Runs Through It
Rudy
Parenthood