Instructor: J. Sunshine Cowan, Ph.D., MPH, CHES  E-mail: jcowan1@uco.edu

Office: HPE 202  Phone: (405) 974-5238

Office Hours: Monday: 12:15-2:15; Tuesday: 10:45-12:45; Thursday: 10:45-11:45; and by appointment

Classroom Schedule: Monday, Wednesday & Friday 10:00-10:50 a.m.  HPE 012

Credit Hours: 3

The College of Education and Professional Studies and the Department of Kinesiology and Health Studies are committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Course Prerequisites: None


General Course Objectives: This course is designed to examine the continuity of development throughout the lifespan; to highlight the interrelationships among the physical, cognitive, and psychosocial realms of development; and to integrate theoretical, research-related, and practical concerns. The emphasis is on mental, emotional, social, environmental, and physical factors affecting the health of developing individuals.

Specific Course Objectives:
(Knowledge, Skills, and Abilities (KSA’s) are indicated for programs seeking accreditation in the Exercise Sciences (as per ACSM’s Guidelines for Exercise Testing and Prescription, 8th edition) via CAAHEP).  (Please align KSA’s with course objectives – number will vary by course)

Upon successful completion of the course the student will be able to:

1. Describe the physiological, environmental, psychological, and metaphysical determinants of life span development.
2. Identify assessments addressing motor development and cognition.
3. Analyze early speech production as well as the social and personality development of children and adolescents, including intervention plans for success.
4. Construct planned educational health programs from prenatal to later adulthood.
5. Compare demographics of old age to middle adulthood, early adulthood, childhood, and infancy.

<table>
<thead>
<tr>
<th>KSA</th>
<th>Description</th>
<th>Lecture, Lab, or both</th>
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<tr>
<td>1.8.9</td>
<td>Knowledge of the importance of calcium and iron in women's health.</td>
<td>Lecture</td>
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6. Evaluate the health resources available to specific population groups.

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<td>1.9.7</td>
<td>Knowledge of signs and symptoms of mental health states (e.g., anxiety, depression, eating disorders) that may necessitate referral to a medical or mental health professional.</td>
<td>Lecture</td>
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7. Describe the process of conception, gestation, and birth.

8. Identify the components of lifelong partnerships.

9. Discuss the aspects of love and its varying stages.

10. Analyze the implications of divorce, re-marriage, and blended families on developing children, adolescents, and adults.

11. Examine the dynamics of aging, dying, and death.

**Instructional Methods and Techniques**

1. Lecture
2. Independent study/labs
3. Class and small group discussion
4. Audio/visual support
5. Other as needed

**INSTRUCTIONAL PROCESS:**

This course may include, but not be limited to: lecture, class and small group discussions, oral and written analysis of concepts and theories, research, guest lecturers and presentations, in-class and outside assignments, video and other resources, and/or utilization of the computer lab.

Lectures and class assignments will supplement and clarify the text. Students are expected to read the material prior to class and to engage in class or small group discussion regarding the material in the textbook. Students are responsible for all assigned readings, class lectures, discussions, films, etc. **IT IS THE RESPONSIBILITY OF THE STUDENT TO OBTAIN COPIES OF ASSIGNMENTS, HANDOUTS, AND NOTES IF ABSENT FROM CLASS. EXCHANGE CONTACT INFORMATION WITH ANOTHER CLASS MEMBER FOR THIS PURPOSE.**

**Method of Evaluation**

A = 90% and above; B = 80% and above; C = 70% and above; D = 60% and above; F = below 60%

- A final grade of “C” or better is required of all majors in KHS.

**METHODS OF EVALUATION:**

- Exams @ 100 points each: 200 pts
- Final Exam: 125 pts
- Pop Quizzes & In-Class Assignments: 70 pts
- Reflective Analysis: 50 pts
- Attendance: 30 pts
- Group Poster Presentation: 50 pts
- Total: 525 pts
Course Requirements
The final grade will be based upon total points possible including all of the areas listed below:

Written Exams
There are NO make-up exams. There will be three exams for 100 points each.

Students who participate in University-sanctioned obligations such as choir, athletics, etc., must notify the instructor by the second day of class to review any conflicts with exams or assignments.

Examinations must be taken on the scheduled day unless prior arrangements have been made with the instructor. Students may not reschedule an exam that they have missed. Twenty (20) points will be deducted from any exam previously scheduled to be taken after the original exam date. Exams that are previously scheduled to be taken at times other than the rest of the class are subject to a different format style and different questions.

Attendance and Class Participation
Each student is allowed three absences. For each additional absence, excused or unexcused, 10 points will be deducted from a student’s total attendance points. After a total of six absences the student will receive a zero for attendance score. Documented university sanctioned events and/or military obligations are not identified as an absence and do not fall under these guidelines; however, students must provide official verification prior to these absences or academic penalties outlined in this syllabus apply. (Due dates of assignments remain the same.)

Students are expected to be on time and to stay for the entire class. Two tardies and/or early departures will be equivalent to one absence. Please be punctual and attentive for the entire class period.

General Assignments
Assignments must be computer generated and are due at the beginning of class on the due date. Assignments will only be accepted up to one class period late and will receive a maximum of 50% credit. After one class period, no grade will be given.

Assignments must be turned in by hard copy (and electronically if requested).

1. Reflective Analysis on Tuesdays with Morrie by Mitch Albom (50 possible points): Each student will submit a reflective analysis worth 50 points on this assigned reading. This is not a typical book report as students will not summarize what they have read. Students will discuss facts, information, situations, and events in the book that challenged old thinking with new ideas, concepts, and understanding about aging, death, and dying in our culture and society. Students must include citations, quotes, characters, roles, settings, and/or circumstances that enhanced cognition and emotional wisdom about these processes (citing them appropriately within the paper).

2. Group Poster on Developmental Stage (50 possible points): Students will work in groups of three to four to develop a PowerPoint poster presentation on an approved developmental phase. Students will research the topic (using at least four professional sources with no more than one Internet source) and develop a poster. One poster per group is to be submitted in a pocket folder. Students are to turn in peer evaluations individually at the same time. Community Health majors: save your poster to use for a guide for your internship.
Group Poster Assessment
- **Poster** (worth 35 points) based on: (a) content; (b) research cited within poster; (c) clear, concise information; (d) ability to stand on its own; (e) proper use of white space, color and design; (f) proper grammar, spelling, etc.; (g) overall appeal.
- **Group Work** (worth 15 points): The group will privately rate each other using a Likert Scale on items such as teamwork, shared work load, etc.
  - Specific handouts will be given regarding the scoring of the poster presentation.
  - Students who do not contribute to the group will receive a grade of zero for the project.

Points for the aforementioned written projects will be calculated based on the following criteria unless otherwise noted:
- Computer generated reports only
- Submitted on the due date in a pocket folder with name, class and assignment title clearly marked on the outside of the folder
  - Cover page, including name, date, title
  - Header with name and page number on every page
  - Use pockets only – do not use brads
  - Do not staple assignment
  - Format: double spaced, Times New Roman, 12 point font; use only left-justified, 1-inch margins; APA 5th edition format; include references and copies of articles/sources with all submitted work
  - Copies of sources: must highlight information used
- Correct grammar, punctuation, organization, sentence structure, and spelling
- Include an introduction, consistent tenses, topic sentences connecting one paragraph to another and a conclusion
- Quality content is expected, as is reflective, thoughtful thinking
- **Papers / projects without references cited in text and listed on reference page will not be graded -- and may receive penalties as outlined for plagiarism**
- **Papers submitted without a signed academic dishonesty form will not be graded and are subject to the same regulations for all late papers; FORM AVAILABLE ON WEB CT**
- **Papers that are submitted without copies of articles/sources will not be graded (sources will be accepted up to one day late only for 20% off the assignment)**

** Students may request assistance from the Academic Support Center, Thatcher Hall, Room 106 – or by calling 974-2520 **

POP QUIZZES & IN-CLASS ASSIGNMENTS (70 possible points)
- **Quizzes:** Quizzes will be given randomly throughout the semester. Quizzes will be over material that should have been read prior to class and/or material covered in a previous class. Quizzes will be passed out at the beginning of class and will be collected 10 minutes later. Students arriving late to class will only have the remaining time from the original distribution of the quiz. **Missed quizzes cannot be made up.**
Students may take quizzes in groups up to four. Groups are fluid and may be changed at the discretion of the students in the group. Students arriving late must take their quizzes individually (within the remaining time allotted).

- **Assignments:** Additional assignments will be given periodically throughout the semester. These assignments may include group work, time in the computer lab, etc. Assignments will not be announced ahead of time and must be turned in during the class hour (or in some instances, at the beginning of a following class period). Missed assignments are treated as quizzes: they are not announced ahead of time and may not be made up in the event of an absence or tardy. Late assignments within this category are not accepted.

The lowest grade in this category (i.e. the lowest pop quiz grade or the lowest in-class assignment grade) will be dropped; only one grade in this category will be dropped.

The numbers of assignments are tentative and may change, thus altering the total number of points.

**OTHER:** Cell phones and electronic devices: ALL cell phones, beepers, and electronic devices are to be turned off during class session. A five-point deduction may be taken from the final grade for each occurrence, including text messaging.

**General Notes**
- Students interested in strengthening personal writing skills may contact the Writing Center at “Tutoring Central” in West Hall, 974-2487.

**Fatal Error Policy:**
All written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format and basic grammar. The term Fatal Errors refers to technical American English errors of form. Specifically, they include the following:

a) each different word misspelled;
b) each sentence fragment;
c) each run-on sentence or comma splice;
d) each mistake in capitalization;
e) each serious error in punctuation that obscures meaning;
f) each error in verb tense or subject/verb agreement;
g) lack of conformity with assignment format; and,
h) each improper citation, or lack of citation, where one is needed.

Papers with more than three (3) fatal errors marked by an instructor on any one page, or more than 12 non-repeated errors for the entire document will be returned to the student and subject to 20% off the grade immediately and may be subject to 10% off for each day until the paper is returned corrected.

Instructors will determine the number of resubmissions allowed for each assignment. Final course papers (where there is no time for a resubmission) will be docked one percent of the grade for each error including one percent off for each repeated error.
Ethical conduct is expected in this course; academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: plagiarizing; cheating on exams or in the preparation of academic work; copying from tests, reports, etc.; collaborating with others without prior authorization; reuse of work in more than one class without informing the instructor; possessing contents of an un-administered examination; and using materials during a test not authorized by the instructor. While collaboration with cohorts in study groups is encouraged, each student is responsible for his or her own work. Students may not, under any circumstances, turn in work that has been prepared by someone else.

Disciplinary action (as outlined by the Code of Student Conduct) will result in one of the following at the instructor’s discretion:

- A substitute assignment or examination
- A reduced grade for the assignment, examination, or course
- A grade of zero of F for the assignment, examination, or course
- A grade of F for the course

*NOTE: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

Special Accommodations: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

“If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam.”

UCO Weather Line: 974-2002 or access weather related closing info at www.uco.edu

Please see the Academic Affairs’ “Student Information Sheet and Syllabus Attachment” at http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf
**Course -- *Tentative Schedule***

*The above schedule is tentative and can be changed at the discretion of the Instructor.

Note: the following schedule is tentative and subject to modification by the instructor. This class is designed to be discussion oriented; therefore, the class will largely define how much time we spend on each topic and the following schedule will be modified accordingly.

Also, we will not be reviewing chapters verbatim in this class, but working together on critical thinking techniques. Reading these chapters prior to class provides you information that we can build upon in class (and it improves your scores on pop quizzes!).

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**Week 1**
Ch 1: The Life Span Perspective Introduction

**Week 2**
01/16 -- Martin Luther King Jr. Day NO CLASS --
Ch 1: The Life Span Perspective Introduction / Ch 2: Biological Beginnings

**Week 3**
Ch 2: Bio. Beginnings / Ch 3: Physical Development and Biological Aging

**Week 4**
Ch 3: Physical Development and Biological Aging / Ch 4: Health

**Week 5**
Ch 5: Motor, Sensory, and Perceptual Development

**Week 6**
Ch 5: Motor, Sensory, and Perceptual Development / Ch 6: Cognitive Development Approaches

**Week 7**
-- EXAM 1 -- Ch 7: Information Processing

**Week 8**
Ch 8: Intelligence / Ch 9: Language Development

**Week 9**
Ch 9: Language Development / Ch 10: Emotional Development

**Week 10**
Ch 11: The Self, Identity, and Personality

**Week 11**
-- SPRING BREAK -- Enjoy!

**Week 12**
Ch 17: Death and Grieving

**Week 13**
-- EXAM 2 -- / Ch 17: Death and Grieving

**Week 14**
Ch 12: Gender and Sexuality

**Week 15**
Ch 13: Moral Development, Values, and Religion

**Week 16**
Ch 14: Families, Lifestyles, and Parenting

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**FRIDAY, MAY 4TH 9:00 – 10:50 AM**

Comprehensive Final Exam

“Don’t just live the length of your life, live the width of it as well.”

– Diane Ackerman