

Delta State University
Family and Consumer Sciences

FCS 270(hybrid)
Mon-Wed 2:00 p.m.-3:15p.m

Instructor: Dr. Thomas W. Taylor
Ewing 115; 846-4319
ttaylor@deltastate.edu

Course Designation: Individual and Family Development. A life span developmental approach to individual and family development, dynamics, and relationships. Emphasis on the role individuals play in their own development, including factors which influence behavior and well-being throughout the lifespan. Emphasizes both family and larger social environment in which individuals live.

Course Objectives

1. Describe the developing person at different periods in the lifespan.
2. Provide a perspective on the changes that take place during an individual's life, from birth to death.
3. Examine possible causes or sources of developmental change and reason for disturbances in the developmental process
4. Demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. Describe objective techniques and skills for observing behavior.

Textbook: Essentials of Life-Span Development by Santrock ISBN: 978-0-07-340551-3

Activities and Requirements

1. Participation in class discussion and group activities.
2. Read chapters assigned in the text book.
3. 1 interview
4. 1 Reaction paper
5. Tests and final exam
6. Chapter assignments

Attendance Policy: Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content . Much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade. University policy will be followed in determining a student's eligibility to pass as related to absences. University Policy requires a minimum of 75% of classes must be attended.

Method of Evaluation:

A= 90-100%	Exams =	400 pts.
B= 80-89%	Interview & Reaction paper	200 pts.
C= 70-79%	Class Participation =	100 pts.
D= 60-69%	Chapter assignments=	<u>100</u>
F= Below 60%	Total Points=	

Policy on Late Assignments & Make-up Exams: Late Assignments will be penalized with a reduction of a letter grade. Make-up exams after an excused absence will be taken outside of the normal classroom hour and must be taken soon after the return to class. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the department chair and dean of their school.

Technology: Students will be required to utilize web ct in doing assignments and reaction papers. Additional assignments will make use of the internet to obtain information about course content. Students will need to create a web ct id and password. This will be explained in class. Students can use email to communicate difficulties they may be experiencing in the class.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discriminations. Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements.

REACTION PAPER

Find 1 articles from magazines and periodicals in the library. Write a reaction paper for the article.

Instructions

A reaction paper is your general response to information you have acquired through actual experience and/or written material. The paper should reflect your opinions regarding the experience and/or written material. Specifically, the reaction paper might address the following questions.

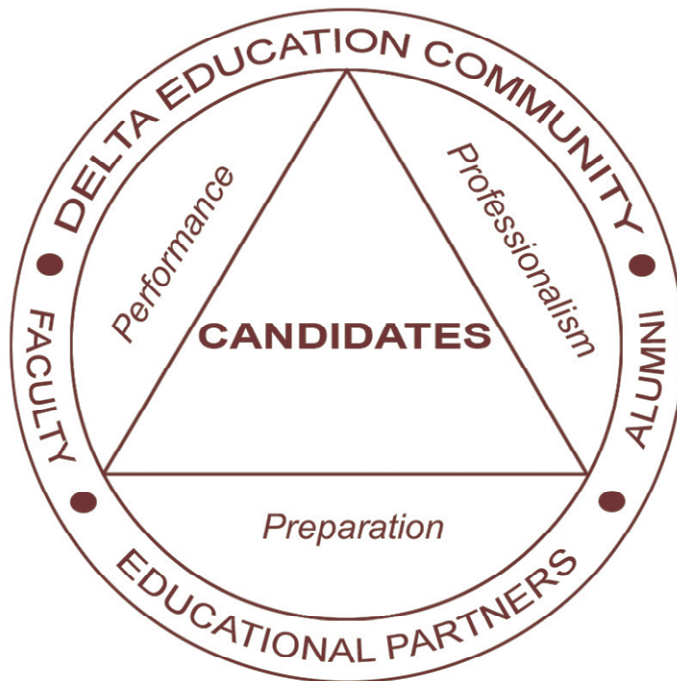
1. What did I learn from this experience/material?
2. What suggestions would I make, if any, regarding the experience/material to make it more worthwhile?
3. Do I agree or disagree with the author's points of view? Why?
4. What further information or research may be needed?
5. How did the experience/materials change my viewpoint?
6. What else would I have liked to learn about the experience/material?
7. Did my feelings, attitudes, or beliefs change as a result of the experience/material?
8. Did I learn more about topics important to me?
9. Did I learn something I never knew or thought before?
10. Did I gain new or fresh insights into things I already knew?

Writing Instructions

1. Each reaction paper should be 400 words double spaced using 12 font about the area of life related to your interview. There should be a cover page and a reference page for each paper.
2. I prefer research based articles or articles written by highly qualified authors. Newspapers or entertainment magazines written by journalists who quote research are not acceptable.
3. I am more interested in your thoughts and not a summary of the article. Do not summarize the article
4. The article should not be older than 3 years old. I am looking for current research since our textbook was published.
5. Grading will consist of the following:
 - a. the quality of the article selected
 - b. neatness and grammatical correctness of the writing
 - c. the personal reaction content in the paper
 - d. how well the student followed instructions

Delta State University
College of Education Conceptual Framework

DELTA EDUCATION MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs