

FCS 2570 – Development, Motivation and Learning during Middle Childhood

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Office Hours: Online chat or by appointment.

FCS 2570–090
3 credit hours

Class Website: University CANVAS System (you will need your University ID to log in)

Course Description and Objective: This course will focus on the physical, cognitive, and social development characteristics of children ages 5 – 12 years. By the end of the semester, students will be able to use a systems perspective and resilience framework to relate major concepts, theories and research to their own experience, observations and interactions with children in middle childhood.

Required Text: The required reading for this class is a coursepack available for purchase ONLINE ONLY through University Readers. Go to www.universityreaders.com and click on “Students Buy Here.” You will need to create a new account. The coursepack will not be available until the first week of the semester. You will be able to see the first two weeks of readings on the class website.

Use of CANVAS: Students will use the University’s CANVAS online system for ALL coursework, grading and correspondence. You will need your **university ID and your UNID password** to login. Go to www.cis.utah.edu or click on the “CIS” icon in the upper right hand corner of the main page of the University webpage. If you have trouble logging in, please contact the University helpdesk at 581-4000.

Please visit the site during the first week of class and read the ENTIRE syllabus. You are responsible for the content, assignments and dates discussed in the syllabus.

OVERVIEW of Course Assignments, Point Values and Due Dates

Assignment	Due Date	Point Value	Total Points
<u>Exams (3)</u> Exam 1 Exam 2 Exam 3	Fri and Sat (about the end of week 5). Fri and Sat (about the end of week 10). Fri and Sat (last week of the semester).	100 points each	300
<u>Open Responses (3)</u> OR 1 OR 2 OR 3	Anytime before Sat at 11:59PM, on the last day of the section.	30 points each	90
<u>Application Paper (1)</u>	Varies. Students select a topic at the beginning of the semester and must complete their paper before the end of that section of study.	100	100
<u>Discussion Posts (14)</u> Introduction Post (1) Weekly posts (12) Discussion Lead Post and response (1)	End of week 2. Before Sat. 11:59PM of the specific week. Varies (see assignment posted to your group discussion board during the 2 nd week of class)	10 points each (lowest score dropped)	130
TOTAL POINTS			620

FCS 3180 COURSE SCHEDULE

SECTION 1: Theory and PHYSICAL Development

SECTION 1: (Weeks 1 – 5)

Topics covered:

Resilience theory, Physical development, nutrition, obesity, sports, illness, injury, sexual development.

SECTION 2: COGNITIVE development

SECTION 2: (Weeks 6 – 10):

Topics Covered:

Cognitive development, communication and praise, learning disabilities, ADHD, over-scheduling, multitasking, after school programs, learning at home.

SECTION 3: SOCIOEMOTIONAL development

SECTION 3: (Weeks 11 – 16):

Topics Covered:

Socioemotional development, friends, bullies, gender relationships, family influences, preadolescence, media influences, effects of abuse and poverty.

HOW THIS COURSE WORKS

1. CONTACTING ME:

PLEASE remember you are NOT taking this class from a computer, you are taking this class from a teacher. Use that resource as needed. I believe online courses should be approached as directed-study courses. It is my job to focus and direct your study. It is your job to learn the course content from the assigned readings and outlines and show that learning through exams and assignments.

Using Canvas – ALL communication for this course will run through Canvas. Please use Canvas email during the semester. I will check the class site more often than I check my university email address.

*****It is very important for you to regularly check your Canvas email.*****

When can you contact me? – Anytime. I will be online nearly every day and will check my CANVAS email and discussion board postings. You can also text me if an urgent problem presents itself. If you have questions, please contact me immediately.

2. COURSEWORK FOR THIS CLASS (how are you supposed to learn?):

Weekly readings – Each week you will receive an email from me which will include announcements and an introduction to that week's topics. Each week you are expected to read 1-3 articles, watch occasional posted videos or listen to audio clips and take notes on what you learn. I believe one of the most important skills for a college student is how to review a broad topic and pick out the key ideas. You will find outlines for each week on the class website which will help you do this. Exams are taken directly from these outlines.

3. KEEPING UP WITH COURSEWORK:

It is CRUCIAL that you do not fall behind in your coursework. The exams come very quickly and it will be nearly impossible to cram for them in a few days. I do not require weekly quizzes or assignments because I trust that students are responsible enough to budget their own studying and time use.

COURSE REQUIREMENTS (Assignments)

Evaluation Methods and Criteria: Your grade is based on your performance on the following assignments:
1) 3 Exams, 2) 3 Open Response Papers, 3) 1 Application Paper, and 4) 13 Discussion postings.

1. **Exams (3)** – Students must complete THREE exams during the semester. One exam for each section of study. Exams consist of 50 multiple choice questions and are timed for 45 minutes. Exams are completed online through the course website. You do not need to register for the exam but you should verify that you have a reliable Internet connection for the duration of the exam. Exams are worth **100 points each**. **There is NO MAKE UP for missed exams.**
2. **Open Responses (OR's) (3)** – Students must complete three OR papers. An Open Response (OR) is a short written analysis of a selected class topic. OR's must be **400-500 words and must DIRECTLY refer to course material** (this means you MUST have an APA citation referencing the class readings in the text of your OR). One OR is required for each section of study:
3. **Application Paper (1)** – Students must complete ONE AIL paper during the course of the semester. The AIL topic is selected from a list of 9 topics. This paper allows students to APPLY the concepts covered in the readings to either an observation or an interview with school-aged children. Your paper is both a report on your observation and an analysis on how what you observed APPLIES to the academic concepts from class. This is not a research paper and it is not a journal write up. It is a mixture of both. The AIL is an observation/application paper which includes references to research AND references to your observation.

ALL topics will be available the first week of the semester. You must select your AIL topic at the beginning of the semester and report your topic in your Intro post (described below). If you want to change topics you must do so BEFORE the due date of your original selection. You MUST use the "Specific Instructions" for your AIL paper found in the "AIL Papers" section of the website. The AIL paper is worth **100 points**.

4. **Discussion Postings (13)** – Students are required to post to their group discussion board at least THIRTEEN times. Posts are intended to be loosely structured opportunities for students to comment on the course content. Because of the open nature of discussion posts there is very little I use as grading criteria outside of length, so be very careful to meet the minimum requirement. Graded posts must be **at least 150 words**. Shorter posts will be severely docked.

While you are only graded on one post each week, you are free to comment as often as you like in short or long posts. Your lowest post will be dropped, which means you can miss one week's post with no penalty to your grade. The Intro post and lead post CANNOT be dropped, only weekly posts can be dropped.

Discussion posts are due by Saturday night of the specific week and **cannot be submitted late**. If have not completed your discussion post by the deadline, you will receive a zero. **LATE discussion posts will not be accepted. Please do not ask.**