

# SYLLABUS EXAMPLE

## CLASSROOM COURSE WITH SERVICE-LEARNING COMPONENT

Shown below is a detailed course syllabus. Although it is a syllabus for a course with a service-learning component, the format can be adapted to most any other course. To the right of the syllabus is a section-by-section explanation, including references to relevant policy statements. This syllabus is presented only as a template to provide information on various campus policies that impact how you design your course and to provide a sample format for your syllabus. As an instructor, you will have your own ideas about how to best teach the content of your discipline, and your syllabus should reflect your own teaching style and philosophy.

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### CAS 312 Human Growth and Development (3 units)

#### COURSE SYLLABUS

Fall 2004

Instructor: Dr. Jane Doe

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Office: Education Classroom, Room XX

Office Hours: Mondays and Wednesdays from 12:00-1:00 p.m.  
Tuesdays 9:00-10:00 a.m.  
and by appointment or e-mail

Office Phone: (714) 278-XXXX (leave a message after three rings; please speak slowly and clearly)

E-mail: [jdoe@fullerton.edu](mailto:jdoe@fullerton.edu)

Class Hours: Mondays and Wednesdays 1:00 - 2:15 p.m.

Prerequisite: Psychology 101

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#### A. COURSE DESCRIPTION

This course focuses on the developmental processes occurring within three major domains of human growth and development (physical, cognitive, and psychosocial) across the lifespan. Major developmental theories and research findings in human growth and development are explored and compared. In addition, this course is designed to provide students with a personal and professional foundation for working in professions and roles that utilize knowledge of human development. This course requires you to complete a 20 hour service-learning component.

Since you'll keep reference copies of syllabi for a number of semesters, include the term and year to distinguish this syllabus from others that naturally will look similar. Your name sets syllabus apart from other sections of the course taught by other instructors and, of course, it's important for students.

The basics so students can communicate with you.

Faculty information to include office location, telephone number(s), e-mail address, office hours—UPS 300.004

You may also want to provide:  
FAX number  
Cell phone number  
Blackboard web address

Jane Doe has found that students who phone often run together the last numbers of their phone number. So she makes a point of encouraging clarity on the phone.

The course -- what it is and how it fits into a program or supports other courses, needs, etc.

Use the course description in the catalog or modify it to fit your needs and teaching philosophy and goals.

**B. LEARNING GOALS IN GENERAL EDUCATION**

This course meets the learning goals in category IV, Lifelong Learning:

- To understand the human being as an integrated physiological, sociocultural and psychological organism.
- To understand the course of human life, that is, how human life and experience are constructed and altered through biological, psychological, social, scientific, technological and cultural influences.
- To understand conceptions of the course of human life from different cultural perspectives.
- To understand the importance of a life-long commitment to physical activity and a healthy manner of living for both personal well-being and civic responsibility.
- To understand the basis and the means by which individuals and society make decisions.

**C. STUDENT LEARNING GOALS**

- To demonstrate understanding of normative and atypical development across the lifespan.
- To explain how individual difference and environmental contexts influence developmental changes.
- To account for the role of culture in shaping attitudes, values, and behaviors.
- To integrate developmental theories and concepts to foster effective practice through service to the community.
- To communicate effectively and demonstrate the ability to articulate ideas, take into consideration purpose, audience and mode.

**D. REQUIRED TEXT**

Life Span Development—John W. Santrock  
 2001. Edition 8—McGraw-Hill  
 ISBN: 0072414340

**E. GRADING POLICY**

GRADING CRITERIA

Points:

Exam 1	75	points
Exam 2	75	points
Exam 3 (final)	75	points
Service-learning reflections (4 total @10 points)	40	points
Completion of service-learning hours	15	points
Attendance and class participation	10	points
<b>Total Points Possible</b>	<b>290</b>	<b>points</b>

If a GE course, you must list the learning goals for the category in which the course carries credit—UPS 411.201.

GE courses in categories I.A., I.B., I.C. and III.A.1. must state that a "C" (2.0) is required to meet these GE requirements—UPS 411.201.

UPS 300.004 calls for learning goals--what students will know and be able to do after completing the course.

Typically 5-6 statements in the form of behavioral or performance objectives. Student learning goals should be specific and measurable.

Information on textbook(s) and other materials is required. Students need to know right away what materials they need and how to obtain it.

With so many online resources and options, the ISBN helps students find the right textbook at the best price.

Grading policy to include examination dates, "make up" policy (if any), required materials and equipment, penalties for academic dishonesty, and attendance policy.

Students MUST know how they are going to be graded, and they must know this as early as possible. This is the place to "put it in writing" and ensure that everyone is clear about it (students who enroll late should be given a syllabus upon entering the class).

### Service-Learning Component

During this semester you will be required to provide a minimum of 20 hours of service in a non-profit organization. Weekly site visits are recommended. Your service activities should include working directly with children or adolescents. You must submit your service-learning plan and consent form by September 15.

Four reflection assignments will be assigned and explained in a separate handout. All written work must be proofread and typed. Reflection assignments will be graded on the basis of their content, organization, and quality of writing (including spelling and the rules of grammar and punctuation).

To fulfill the service-learning component and achieve course learning goals, you must submit documentation demonstrating completion of a minimum of 20 hours at your service-learning site and a supervisor evaluation of satisfactory or above at the conclusion of the semester (see tentative schedule for date due).

### GRADING STANDARDS

90 -100%	A
80 - 89%	B
70 - 79%	C
60 – 69%	D
59% or lower	F

### ATTENDANCE

Attendance is vital to class participation and will be taken and used in determining final grades. Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, *one* absence for which *advance* notice is given by phone or in person will not be figured in the attendance grade. *Any significant tardy or early departure from class will be figured as a half absence.*

MISSED EXAMS AND LATE ASSIGNMENTS: Students are expected to take exams and submit assignments as scheduled. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances. Students are expected to notify the instructor in advance of a potential conflict. Make-up exams/ new due dates will be scheduled immediately. Failure to notify the instructor in advance will result in a 5% loss of the associated point value of the exam/assignment each day it is late.

### EXTRA CREDIT

This course does not include an extra credit option.

Service-learning activities should integrate classroom and community learning and provide structured opportunities for students to reflect on the connections between their service experiences and the course objectives.

The service-learning component should account for no more than one-third of the course work and grade. For more information, refer to the Policy on Service-Learning—UPS 411.600 or visit the Center for Internships and Service-Learning in LH 209.

Grading standards required. Plus/minus grading will become effective Spring 2005—UPS 300.020

If required, attendance policy needs to be explained and incorporated into the grading criteria—UPS 300.004

"Make-up" policy (if any) must be explained—UPS 300.004

Explain extra credit option (if any). Such option must be available to all students on an equitable basis—UPS 300.004

### ACADEMIC DISHONESTY

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

- Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means.
- Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source.

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty and reported to the Judicial Officer on campus.

### GENERAL

Do remember to *keep all assignments, quizzes, and tests returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

### **F. SPECIAL NEEDS**

During the first week of classes, inform me of any disabilities or special needs that you have that may require special arrangements related to attending class sessions, carrying out writing assignments or service-learning component, or taking examinations. Students with disabilities need to document the disability at the Disabled Students Services office in UH 101 .

### **G. CLASSROOM RULES OF CONDUCT**

- Turn off (or place on vibrate) cell phones and pagers during class.
- Food and beverages are not permitted in the classroom.
- During exams, the use of cell phones, pagers, PDAs, or any other electronic devices is strictly prohibited.

An academic dishonesty statement required on course syllabus—UPS 300.004.

Clear expectations help avoid complaints about a grade.

Disabilities should be registered and documented by the Disabled Students Services Office.

The tape recording of lectures by students with disabilities is addressed in UPS 330.230.

Optional: Miscellaneous rules of conduct. For lab courses, **safety rules** should be spelled out here or separately.

## TENTATIVE SCHEDULE

DATE	DAY	TOPIC/ACTIVITY
Week 1 <b>AUG 23</b>	MON	Introduction to the course What is service-learning? Tips for Maximizing Learning and Minimizing Risks
25	WED	<b>Introduction to Lifespan Development</b> Theoretical Approaches Chapter 1
Week 2 30	MON	<b>Developmental Trends in Physical Development</b> Interaction of Genetics and Environment
<b>SEP 1</b>	WED	<b>The Start of Life: Prenatal Development</b> Chapter 2
Week 3 6	MON	<b>LABOR DAY. Campus Closed. No Classes</b>
8	WED	<b>The Newborn Infant</b> Chapter 3
Week 4 13	MON	Overcoming Racial and Ethnic Differences in Infant Mortality
15	WED	<b>Due:</b> Service-Learning Contract and Consent Form
Week 5 20	MON	<b>Physical Development in Childhood</b> Reflexes and other landmarks of motor development Chapter 4 (pp 120-131)
22	WED	<b>Due:</b> Reflection on Physical Development
Week 6 27	MON	<b>Exam 1</b>
29	WED	<b>Developmental Trends in Cognitive Development</b>
Week 7 <b>OCT 4</b>	MON	<b>Piaget's Approach to Information Processing</b> Chapter 9
6	WED	
Week 8 11	MON	<b>Information Processing Approach</b> Chapter 11
13	WED	
Week 9 18	MON	<b>Cognitive Development Changes in Adolescence and Adulthood</b>
20	WED	

Week 10 25	MON	<b>Atypical Cognitive Development: Below and Above the Norms</b> Chapter 9(pp. 303-307); Chapter 11
27	WED	<b>Due:</b> Reflection on Cognitive Development
Week 11 NOV 1	MON	<b>Exam 2</b>
3	WED	<b>Developmental Trends in Social and Personality Development</b>
Week 12 8	MON	<b>The Role of Family</b> Chapter 5
10	WED	<b>Peers and Friendships</b> Chapter 8
Week 13 15	MON	<b>Schools, Culture, and Society</b> Chapter 6
17	WED	
22	MON	No class. Fall recess
24	WED	No class. Fall recess
Week 14 29	MON	<b>Due:</b> Reflection on Agents of Socialization
<b>DEC 1</b>	WED	<b>Social and Personality Development in Adulthood</b> Chapter 16
Week 15 6	MON	<b>Late Adulthood</b> Chapter 18
8	WED	<b>Due:</b> Reflection on service-learning experience, including supervisor's evaluation
17	FRI	<b>Final Exam, 2:30-4:20 p.m.</b>

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FINAL EXAMS, UPS 300.005

- Final exams, if required, must be scheduled at times scheduled by the University and printed in the Class Schedule. Once established, the final exam schedule may not be changed unless approved by the department chair and dean of the college.
  - No make-up final examinations should be given except for reason of illness or other verified emergencies.
  - An instructor may not shorten the academic semester by scheduling a final exam before the week scheduled for final examinations.
  - No major exams shall be given during the last week scheduled for instruction unless there is also to be a final exam at the time assigned in the class schedule.
  - When the final exam is to be a take-home exam, it shall be due no earlier than the day scheduled for the final examination in that class.
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