

Course Description

This upper level course provides an overview of the physical, emotional, social and cognitive development of humans from birth to death. There is an emphasis on distinct periods such as development of the fetus, infancy, childhood, adolescence, and the phases of adulthood.

Learning Objectives

The course investigates the numerous facets of growth which contribute to an integrated, whole person as well as the developmental problems faced by individuals moving toward maturity and through adulthood. We will explore the manner in which classic theories and contemporary data inform our knowledge of human development. You may use personal experience to evaluate theories. You will discover the manner in which physical, cognitive and social factors interact to affect growth. You will take a research-based approach to all aspects of development, examine societal influences and cross-cultural perspectives. You may find this course relevant to your personal growth and helpful in understanding your family, friends and those with whom you work. The course emphasizes scientific reasoning skills, written communication, questioning, and collaborative learning. Tenacity, pacing yourself and evaluative thinking are necessary.

Class time will be used in combinations of: debate, film, didactic lecture, writing, Internet exploration, and small group work. You need to keep abreast of global, national and local news as such events are often discussed in light of persons' psychological functioning. Learning is not a spectator sport. The goal is active knowledge construction. You are encouraged to ask questions about what you are learning, write about it, relate it to past experiences and apply it to your daily lives. (The Johnson Foundation, 1987) Learning involves self-discipline and work. (Stoll, cited in Ravitch, 1998)

The Reading Assignments

Please be aware each chapter contains a plethora of theoretical material and research data. Plan and manage your time accordingly. The weekly reading assignments will follow the syllabus for the most part and reflect the nine major segments of the course. You are expected to come to each class having read the assignment *and having thought critically about it*. This will prepare you for debates, small group work and written reflection. During class each week, you are encouraged to practice asking and answering questions.

Evaluation Procedures to measure each student's degree of learning

Your grade will be made of 19 chapter outlines, 1 paper and an accompanying presentation.

- The **chapter outlines** should be detailed and comprehensive. An example of a chapter outline (a portion of the chapter, you are required to outline the entire chapter) is in on Blackboard. Each Chapter outline is **10 points**.
- For the **paper**, you will use 2 theories to analyze one person's development. You will discuss the person's development in terms of each theory, noting the strengths and weaknesses of each theory. Also, you should include a description and theoretical development of each theory. There is no page count requirement, but expect to write at least 5 pages of content. Anything less is unlikely to be comprehensive enough. More information about the paper follows. The paper is worth **100 points**.

- For the **presentation**, you will present your paper to the class. You should describe the 2 theories you selected and then present how the theories explained the development of the person you analyzed. The presentation should be no more than 20 minutes. You can use any media you like (i.e. powerpoint, video, handouts etc). You will be graded on the presentation style (creativity, clarity, flow) and on the content (understanding of the theory and how it relates to development of your person). The presentation is worth **50 points**.

Chapter Outlines:

Goal: Read and understand the material presented in the text

Aim 1: Outline each chapter in detail

➤ There are no tests in this class, thus there is no opportunity to show knowledge gained from the text material. The text material is useful and informative and will round out our class discussions. As such, it is important that you read each chapter. Completing the outlines for each chapter will show knowledge gained from the material in the book.

Written report of development:

Goal: Detailed learning about 2 theories of development

Aim 1: Compare 2 theories of development

Aim 2: Use the theories to analyze a person's development

➤ Using the 2 theories of your choice, you should show how people grow, develop, cope with problems or circumstances, deal with change, get from one place in life to another, etc. You will need to talk and/or interact with the person you are analyzing. You may want to write a list of questions to ask so that you don't forget to get important information. You may want to write the answers or perhaps use an audio or videotape of the interview. If you are interviewing a person who doesn't verbally communicate, you will need to observe that person and also speak with caregivers and family/friends.

➤ Your paper should have a cohesive flow to it. There should be an introduction where you discuss the theories, followed by a detailed body of analysis and ending with a conclusion section. Since you need to use 2 theories, you have a choice as to whether you will write the paper with the theories parallel or use two sections. However you decide to write the paper, be sure that it flows smoothly and is easy for the reader to understand. Be sure to include an analysis of the utility of each theory in terms of explaining development.

➤ List of approved theories is on the last page.

Oral presentation of development:

Goal: Orally present findings from written report

Aim 1: Teach class about 2 theories of development

Aim 2: Analysis of development as an example

Aim 3: Gain experience in giving presentations

➤ One of the best ways to learn new information is to teach it to others. Think of a time when you had to teach or tutor another person on how to do something. You no doubt found that you learned the concept/task in greater detail. That is the primary goal of having students present orally the findings from their written paper. Orally presenting material is a great learning tool. This may seem scary or nerve-wracking but it is a skill everyone needs to be reasonably comfortable with to be successful in today's job market. If you are comfortable speaking in front of people, you will find that you will have more opportunities open to you in your careers.

Assessment:

19 Chapter Outlines (10 points each)	190 points
1 Written Paper of Development (100 points)	100 points
1 Oral Presentation of Paper (50 points)	50 points
	340 total points

Attendance and Participation

Your attendance is expected. This class will be shaped by your presence and participation. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding. (The Johnson Foundation, 1987) **How else do we get new ideas?** Absences adversely affect your grade. If you miss more than 6 hours of class, regardless of the reason, you risk failure or withdrawal from the course. If you miss a class, you are responsible for contacting a fellow student to obtain the information discussed in that class (notes, changes in exam dates, etc.) By next week or so, consider introducing yourself to two classmates and note their e-mail or telephone number on this syllabus. Please let me know if you have any problems which cause an extended absence.

Punctuality is imperative. Important information often is disseminated at the beginning of class. Arriving on time and staying to the end of class shows respect for your fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.

Special Needs

If you have difficulty with the course material, please see me during office hours or call for an appointment. I am happy to clarify any questions you may have.

If you have special needs (such as a learning disability, physical condition, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide you with accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Integrity, Civility and Communication

While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means a research paper shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. Academic dishonesty erodes the integrity of the College and devalues every degree granted. If the instructor has any reason to question your conduct, the college's Academic Dishonesty policy will be swiftly executed.

Topic Schedule and Assigned Readings

Date	Chapters	Topic
30 Aug	Ch 1	Study of Hum Dev
6 Sept	Ch 2 pg 25-41 & Ch 3	Theory and Research New Life
13 Sept	Ch 4	Phys Dev 1st 3 years
20 Sept	Ch 5	Cog Dev 1st 3 years
27 Sept	Ch 6	PsySoc Dev 1st 3 years
4 Oct	Ch 7	Phys Cog Early Childhood
11 Oct	Ch 8	PsySoc Dev Early Child
18 Oct	Ch 9 & Ch 10	Phys & Cog Middle Childhood PsySoc Middle Childhood
25 Oct	Ch 11; Ch 12	Adolescence; PsySoc Dev Adolescence
1 Nov	Ch 13 + 14	Young Adulthood; PsySoc Dev Young Adult
8 Nov	Ch 15 + 16	Phys Cog Dev Mid Adult PsySoc Dev Mid Adult
15 Nov	Ch 17-19	Phys Cog Dev Late Adult PsySoc Dev Late Adult Death Bereavement
22 Nov	No Class	Thanksgiving break
29 Nov		Student Presentations
6 Dec		Student Presentations
13 Dec		Student Presentations

List of approved theories for paper:

- Erikson's Psychosocial Theory of Development
- Piaget's Cognitive Stage Theory
- Albert Bandura's Social Learning Theory
- Sigmund Freud's Psychoanalytic Theory of Psychosexual Development
- Gardner's Theory of Multiple Intelligences
- Sternberg's Triarchic Theory
- Kohlberg's Theory of Moral Reasoning
- Marcia's Theory of Identity Status
- Sachaie's Life Span Model of Cognitive Development