



## Lifespan Growth & Development AEDP A330, Section 301 Fall 2008

**Mission Statement:** The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

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Meeting Time: **W 4:30- 7:15 PM**  
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### I. Descriptive Information

- A. Course: AEDP 330 Lifespan Growth and Development
- B. Catalog Description: (3 hrs.) An overview of general principles of life-long human growth and development, with special emphasis on the relationship of teaching and learning theories to physical, social, intellectual, and emotional development. No prerequisites.
- C. USCA School of Education Conceptual Framework  
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *instructing and managing* PK-12 classes.

### II. Course Goals and Objectives

#### A. Course Goals

General Goals: Students aspiring to be professional educators and students in allied majors will become familiar with key principles and issues, leading theories and developmental milestones important for understanding the lifespan and for facilitating positive development at all levels.

#### B. Instructional Objectives

Each student will:

1. Identify important characteristics that affect individual academic, cognitive, affective, and socioemotional development and ways for enhancing basic areas of development, including the relationship to differing age levels at the preschool, the elementary school, and the secondary school curriculum and instruction.
2. Utilize individual differences information to provide a vehicle for adapting to individual characteristics and needs.
3. Conceptualize human development with the major theoretical frameworks, emphasizing those of Piaget and Erikson.
4. Identify the cognitive, psychomotor, and affective milestones that occur in the stages of the lifespan.
5. Identify the variables embedded in the components of nature and nurture of both the normal range and the exceptionalities.
6. Acquisition of insights and information in principles of growth and development with professional attitudes for effectively working with persons of all ages and conditions,

- including racial, ethnic, linguistic, and lifestyle orientation and differing needs because of physical, emotional, and/or mental capabilities and learning styles.
7. Grow as a person through experiences in adult education that require effective interpersonal communication with peers through experiences with different developmental levels and through self-application of lifespan course content.

### III. Course Readings

1. Required Text: Craig, G. J. & Dunn, W. L. (2007). *Understanding human development*. Upper Saddle River, NJ: Prentice Hall.
2. Additional readings as assigned.

### IV. Instructional Procedures

A variety of instructional procedures will be used to further the student's awareness and experiential background. Instructional approaches may include, but are not limited to: lecture, multimedia presentations, small and large group discussions, activity groups, projects, visitors, and hands-on activities.

### V. Course Requirements

#### A. Administrative Requirements

1. Honor Code: **Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism.** For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)*. The following statement is to be included on the first page of every assignment and on every exam:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**If the Honor Code is not on the assignment and signed and dated, the grade for that assignment will be a zero.**

2. USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, nurse or another professional career, students should exhibit those behaviors expected of professionals.
  - \* Please switch all cell phones and pagers to a non-audio mode during class.
  - \* Please do not bring children or guests to class unless prior permission has been given by the professor.
  - \* Do not submit full or partial assignments from other classes for requirements in this course.
3. **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

4. **Class Participation Policy:** As a part of your professional development, class attendance and participation is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance. Full credit for participation will only be given to students who are in class by 4:30 PM.
5. **Late Assignments: No assignments will be accepted after 4:30 PM on the due date.** If you must be absent the day an assignment is due, please turn it in ahead of time.

## VI. Evaluation and Grading Scale

### A. Assignment Criteria:

All out-of class writing must be completed on a computer, making use of spell check, and if available, a program which checks for grammatical errors. Points will be deducted for errors in spelling and grammar. Fonts used must be of block type and size 12. Format and citations must use APA (5<sup>th</sup> edition) criteria. Please do not use any fancy binders or plastic sheets. Simply staple your work in the left-hand corner. **A hard copy and an electronic copy (such as an e-mail attachment using your USCA account) must be submitted for each assignment.** Please save your assignments as Last Name, Assignment (Example: Smith Essay 1 or Jones Milestone) and use the same format for the e-mail Subject line.

### B. Grading

Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course material and by participation in class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, and video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, including exams, projects, and class participation.

### C. Course Requirements

**1. PARTICIPATION (75 points):** You are responsible for all class readings and assignments. Since this class is highly dependent on participant interaction regarding knowledge, performances, and dispositions, being punctual, present and prepared for class is a *critical* condition for success in the course.

**2. MILESTONE INVENTORY PROJECT (100 points) (6-8 page synthesis paper and a visual presentation):** Interview your oldest relative or an elderly citizen about his/her growth and development throughout the lifespan. Write this person's biography and then make connections to two or more theorists in your textbook, such as Erikson, Piaget, Bronfenbrenner, Havighurst, etc. In addition to the synthesis paper, prepare a Powerpoint presentation, videotape, audiotape, or scrapbook including appropriate text or annotation. Use the following milestones as headings for your synthesis paper and your presentation: *The Preschool Period and Middle Childhood; Adolescence; Young Adulthood; Middle Adulthood; and Older Adulthood.* This project is due on your assigned date and will be shared in class.

**3. TERM PAPER (100 points):** Write an 8-10 page research paper using a minimum of 10 professional sources. Only use sources from peer-reviewed scholarly journals, books, or reputable authorities, with a maximum of 3 general Internet sources. Choose a topic relevant to the course, such as parenting styles, the importance of play, adolescent brain development, etc. Confirm the topic with the instructor ahead of time. The paper should be submitted electronically (ie. as an e-mail attachment) as well as on paper. This paper is due on your assigned date.

**4. SERVICE LEARNING PROJECT (75 points):** Volunteer for a total of 3 hours at a community service agency. Plan to contact the agency several weeks in advance, as some of them require a background check and TB test results. Write a 1-2 page summary and reflection of the experience, describing the developmental stages you observe and making connections to theory. Reliability, confidentiality, respect, and appropriate attire are expected. **This project is due October 29.**

**5. EXAMS (100 points each):** Complete three (3) exams. The content of the exams will come from the text, other readings, and class discussions. Each exam includes two parts. The first part will consist of take-home, open book essay items for a total of 30 points. The take-home portion must be typed, must cite sources using APA format, and must be turned in at the time the multiple-choice portion is administered. The second part of the exam will consist of multiple-choice items, all of which are required, for a total of 70 points. The combined parts of each exam total 100 points.

**Course Assignments**

The following assignments are due no later than 4:30 PM on the date indicated:

| <u>Assignment</u>               | <u>Due Date</u> | <u>Points</u> |
|---------------------------------|-----------------|---------------|
| Participation                   | Every Class     | 75 pts.       |
| Exam 1                          | September 24    | 100 pts.      |
| Milestone Project or Term Paper | As assigned     | 100 pts.      |
| Exam 2                          | October 29      | 100 pts.      |
| Service Learning Project        | October 29      | 75 points     |
| Exam 3                          | December 3      | 100 pts.      |
| TOTAL =                         |                 | 550 pts.      |

**Final Grade**

Final grade will be calculated using possible points and the following percentages for translating the scoring of assignments into letter grades:

- 93% -100% = A = 512-550 pts.
- 90%- 92% = B+ = 495-511 pts.
- 85%-89% = B = 468-494 pts.
- 80%-84% = C+ = 440-467 pts.
- 77%-79% = C = 424-439 pts.
- 74%-76% = D+ = 407-426 pts.
- 70%-73% = D = 385-406 pts.
- < 70% = F = 0-384 pts

## Course Schedule

### Tentative Topics and Class Activities

The following activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete activities or assignments.

| <u>Date</u>  | <u>Topic</u>  | <u>Readings</u>                                      | <u>Presentations</u>                                |
|--------------|---|--|---|
| 27 August    | Course Overview; Theoretical Perspectives of Lifespan Development   |  |   |
| 3 September  | Research Methodology  | Craig & Dunn<br>Chapter 1                            |   |
| 10 September | Infancy and Toddlerhood: Physical, Cognitive, and Language Development  | Craig & Dunn<br>Chapter 4; Infant & Toddler Articles |   |
| 17 September | Infancy and Toddlerhood: Personality and Sociocultural Development  | Craig & Dunn<br>Chapter 5                            | 4:30 PM Computer Classroom; Babies visit at 6:00 PM |
| 24 September | EXAM 1: Chapters 1, 4, 5  |  |   |
| 1 October    | Early Childhood: Physical and Cognitive Development   | Craig & Dunn<br>Chapter 6; Early Childhood articles  | Milestone Projects 1, 2, 3                          |
| 8 October    | Early Childhood: Personality and Sociocultural Development  | Craig & Dunn<br>Chapter 7                            | Milestone Projects 4, 5, 6; Young children visit    |
| 15 October   | Middle Childhood: Physical and Cognitive Development  | Craig & Dunn<br>Chapter 8; Middle Childhood articles | Milestone Projects 7, 8, 9                          |
| 22 October   | Middle Childhood: Personality and Sociocultural Development   | Craig & Dunn<br>Chapter 9                            | Milestone Projects 10, 11, 12                       |
| 29 October   | EXAM 2: Chapters 6, 7, 8, 9   |  | <b>Service Learning Projects Due</b>                |
| 5 November   | Adolescence: Physical and Cognitive Development   | Craig & Dunn<br>Chapter 10;<br>Adolescent articles   | Milestone Projects 13, 14, 15                       |
| 12 November  | Adolescence: Personality and Sociocultural Development  | Craig & Dunn<br>Chapter 11                           | Milestone Projects 16, 17, 18                       |
| 19 November  | Young Adulthood: Physical and Cognitive Development<br>Young Adulthood: Personality and Sociocultural Development | Craig & Dunn<br>Chapters 12 & 13                     | Milestone Projects 19, 20                           |
| 26 November  | Thanksgiving Break- NO CLASS  |  |   |
| 3 December   | EXAM 3: Chapters 10, 11, 12, 13   |  |   |