

## **AEDP 330: Lifespan Development**

Fall 2008

Tuesdays 4:30-7:15p.m.

BSED 136

Instructor:	Dr. Sandra McCloy	Office Hours:	by appointment
Telephone:	803-260-0549	Email:	<a href="mailto:sandram@usca.edu">sandram@usca.edu</a>

*\*Do not hesitate to contact me if you have a question or concern regarding this course. Most issues can be taken care of through email or via the phone. However, I am more than happy to meet with you if/when needed. Please remember, the quicker you contact me, the easier it will be to resolve the issue.*

### **Course Description:**

This course provides 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.

### **Required Materials/Access:**

*Text:* Berk, L. (2008). *Exploring Lifespan Development*. Allyn & Bacon publishers. ISBN 0205522688; Additional material as posted on Blackboard

*Black Board:* This course will utilize Black Board as a means of communication between class meetings, as a distribution point for supplemental readings, and most importantly, where all your on-line activities will take place. Please familiarize yourself with the site if you have not previously used it in another course. You **MUST** update your email in BB, as this is how you will receive notifications from the instructor.

### **Course Goals:**

The major goal of the course is to provide students with knowledge, understanding, the ability to apply theory, and to analyze, synthesize, and evaluate situations and material related to human existence from birth to death.

### **Course Objectives and Learner Outcomes:**

Students will:

1. be able to identify and summarize the major assumptions and principles of the major theories of lifespan development;
2. interpret research related to various aspects of human development;
3. be able to identify and analyze physical, cognitive, social, cultural, and familial aspects that impact and influence development throughout the lifespan ;
4. develop critical thinking abilities necessary for problem solving and understanding controversial issues in the study of human development through application of material to case study scenarios;

5. be able to assess the implications of diversity among individuals through case study scenarios.

**Course Requirements:**

*Expectations:* Students are expected to participate in class by paying attention, being respectful of others, and contributing thoughtful comments and questions in person and on-line.

*Attendance:* Attendance is mandatory on scheduled meeting dates and will be recorded. An absence of more than one class session is considered excessive and will result in penalty. If you need to miss a meeting, you must contact me prior to the scheduled meeting time (except in emergency situations).

*Internet and Computer Access:* You must have access to the Internet and a computer to participate in this class. If you do not have access at your home, then you will need to utilize on or off campus resources (the library, bookstore, friends, etc.) to complete your activities and projects.

*Accommodations:* I will gladly provide the needed modifications to assist in the learning process. If you require accommodations, please see me after the first class so that we can make the needed arrangements as early as possible.

**Assignments/Exams:**

*Exams:* There will be two exams during this course (midterm and final). The exams will consist of multiple choice and short essay. Both will be completed at home on your own, but are INDIVIDUAL efforts.

*Personal Development History:* You will create an artifact that represents your development to date that incorporates information the course. Specific instructions will be given at midterm.

*Reaction Papers:* These papers are to be about something that moved you, spoke to you, confounded you, bothered you, or inspired you. Write a 2-3 page informal paper about a topic we have discussed in class, in groups, or something from your text that really affected you in some way. This is your opinion/your reaction to the material. Do not summarize the book or outline a theory, simply respond to the topic with your original thoughts and ideas about it. They are due at different times during the semester.

*Article Summaries:* For this assignment you are to find **scholarly works** and write one two-to-three- page summary of an article. The article you choose to summarize should be related to Human Growth and Development across the lifespan. This can include physical, cognitive, and social/emotional development...pretty much anything. Please do NOT include any personal statements or opinions of the article; however, you should relate it to the research topic you turned in.

**Evaluation and Grading:**

- Students are expected to attend class and participate actively in discussions and activities as. Therefore, students need to read the assigned material **before** class.
- Assignments will be due no later than 4:30pm on the date specified in this document. All assignments are to be turned in electronically to me via **email** unless otherwise specified.
- You will need to turn in, on the cover sheet, a copy of the USCA honor code on all assignments/exams. All assignments and exams are to be treated as individual assignments. Unauthorized collaboration and plagiarism will result in an automatic 0 on the assignment/exam and may result in course failure.

Grades will be based on point accumulations:

2 Exams	200 points	+
On-line group activities @ 6x10	60 points	+
In-class participation @ 6x5	30 points	+
Personal Developmental History	50 points	+
2 Reaction Papers	40 points	+
1 Article Summary	20 points	= 400 points
Your points/400 = your percentage/100%		

*Grading Scale:*

<b>A</b>	93-100%	<b>B+</b>	90-92.5%	<b>C+</b>	82-84.5%	<b>D</b>	69%4-76.5
		<b>B</b>	85-89.5%	<b>C</b>	77-81.5%	<b>F</b>	68.5 or below

**Tentative Schedule:**

This schedule is subject to change as needed to ensure optimum learning as well as provide for unexpected delays or opportunities. PLEASE NOTE THAT THIS CLASS IS AN **ON-LINE HYBRID COURSE**. NOT ALL WEEKS HAVE A FACE to FACE MEETING. Dates we meet in person are white. Dates that have individual and/or group activities **on-line**, in lieu of meeting in class, are shaded gray. Directions for on-line activities will be clearly explained in Blackboard.

<b>CLASS AEDP 330</b>	<b>TOPICS &amp; READINGS DUE</b>	<b>ASSIGNMENTS, EXAMS &amp; DUE DATES</b>
Aug 26	Classmate and Course Introduction; Ch. 1 Understanding Development; Theories of Development	
Sept 2	On-line activities/discussion groups related to theories	
Sept 9	On-line Ch. 2, Ch. 3 – The Genetics of Life-span Development; Prenatal Environment	<b>DUE:</b> Research topic idea
Sept 16	Physical development across the lifespan through death	
Sept 23	Perception, memory, and information processing	<b>DUE:</b> Two sources
Sept 30	On-line activities/discussion groups related memory and information processing.	<b>DUE: Exam 1-Oct 6</b>
Oct 7	Cognition, intelligence, and creativity; Language development	<b>DUE:</b> Reaction paper #1
Oct 14	On-line activities /discussion group related to cognition, intelligence, creativity, and language	
Oct 21	Personality, sexuality, family relationships, and attachment	
Oct 28	On-line activities/discussion groups related to personality, relationships, and attachment	
Nov 4	No class election day	
Nov 11	Social cognition, relationships, peer aggression, moral development;	<b>DUE:</b> Research article summary
Nov 18	On-line activities/discussion related to social relationships and moral development	
Nov 25	Personal History presentations	<b>DUE:</b> Reaction paper #2
Dec 2	Personal History presentations	
Dec 9		<b>DUE: On-line final exam</b>