



Lifespan Growth & Development AEDP 330 Maymester 2009

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.

Instructor:	Dr. Vernelle Tyler	Meeting Time:	Monday 8:30 -12:00 noon
Office:	212 B&E	Meeting Place:	138 B&E
Telephone:	803-641-3202	Email Address	vernellt@usca.edu
Office Hours:	As posted and by appt.		

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 socio-emotional 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, behavioral/emotional, and/or cognitive capabilities.

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

Required Text:

Feldman, R. S. (2008). *Development Across the Life Span* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Additional readings as assigned.

IV. Instructional Procedures

A variety of instructional procedures will be used to further your awareness and experiential background of the diversity available for instruction. Instructional approaches may include, but are not limited to: lecture, small and large group discussions, activity groups, projects, and Blackboard powerpoints.

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* (5th 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 _____

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 the professor has given prior permission.

* 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. Attendance and 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 of the absence. Credit for attendance and participation will only be given to students who are in class by 8:00 a.m.

5. Late Assignments: No assignments will be accepted after due date. If you are absent the day an assignment is due, please make arrangements to have it turned in.

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. Fonts used must be of block type and size 12. Format and citations must use APA (5th edition) criteria. Please do not use any fancy binders or plastic sheets. Simply staple work in the left-hand corner.

B. Grading

Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course material and by attendance and contribution to 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, as well as class attendance and participation.

C. Description of Assignments:

Group Project:

Your group will prepare a presentation for the class and fact sheet. Each person will write a reflection paper. The project will be presented on the date assigned by the professor. The reflection paper will be due on the following class. Only one group may work on a topic. Possible topics:

- Television and the preschool child
- Childhood obesity
- Inclusion of children with special needs in the general education classroom
- Autism
- Competitive sports during middle childhood
- Bilingual education
- Same sex classes and/or schools
- Standardized tests and developmental diversity
- Sex education in public schools
- Bulimia and Anorexia nervosa
- Adolescent suicide
- Other topics approved by the professor

40 points (group): 20-minute presentation for the class. Flexible format. In the past, the presentation has been done as a talk show, beauty pageant, guest speaker, powerpoint presentation.

20 points (group): 1 page fact sheet to distribute to the class. Include the title of your presentation and the important facts and concepts you found during your research. If you have a guest speaker scheduled for your presentation, interview the speaker prior to class to identify key points that can be included on the fact sheet.

40 points (individual): Write a 2-page reflection paper. (REMINDER: Include the Honor Code Statement on the paper and follow the syllabus guidelines for written work.) Topics to include: how was the topic selected, describe the group dynamics, attitude about group projects.

Exams: Complete three (3) exams. The content of the exams will come from the text, other readings, and class discussions.

(The following assignments are due no later than 1:40 PM on the date indicated.)

<u>Due Date</u>	<u>Assignment</u>	<u>Points</u>
TBA	Blackboard Assignments	100 pts.
	Exam 1	100 pts.
	Group Project	100 pts.
	Exam 2	100 pts.
	Exam 3	100 pts.
	TOTAL =	500 pts.

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

A	= 465-500 pts.	(93-100)
B+	=450-464 pts.	(90-92)
B	= 425-449 pts.	(85-89)
C+	= 480-509 pts.	(80-84)
C	= 400-479 pts.	(77-79)
D+	= 370-399 pts.	(74-76)
D	= 350-369 pts.	(70-73)
F	= 0-349 pts.	(< 70)

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 or Activity/Reading</u>
May 11	Course Overview
	Theoretical Perspectives of Lifespan Development Feldman: Chapter 1
	Research Methods Feldman: Chapter 1
	Organize Group Projects
May 12	Physical Development in Infancy Feldman: Chapter 4
	Cognitive Development in Infancy Feldman: Chapter 5
May 13	Work on Group Projects
	Work on Group Projects Day 3 (Ch. 5)
May 14	Social and Personality Development in Infancy Feldman: Chapter 6
	Review for Exam 1
	Group Activity Time (Blackboard Powerpoint Questions)
	Blackboard Assignments 4 (Ch. 6)
May 15	EXAM 1: Chapters 1, 4, 5 and 6
May 18	Presentation: Group 1
	Physical and Cognitive Development in the Preschool Years Feldman: Chapter 7
	Group Activity Time (Blackboard Powerpoint Questions)
	Blackboard Assignment 5 (Ch. 7)

- May 19 Social and Personality Development in the Preschool Years
Feldman: Chapter 8
- Presentation: Group 2
- Group Activity Time (Blackboard Powerpoint Questions)
- Blackboard Assignment 6 (Ch. 8)
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- May 20 Physical and Cognitive Development in Middle Childhood
Feldman: Chapter 9
- Social and Personality Development in Middle Childhood
Feldman: Chapter 10
- Presentation: Group 3
- Group Activity Time (Blackboard Powerpoint Questions)
- Blackboard Assignment 7 (Ch. 9)
Blackboard Assignment 8 (Ch. 10)
- Review for Exam 2
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- May 21 EXAM 2: Chapters 7, 8, 9, and 10
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- May 22 Presentation: Group 4
- Physical and Cognitive Development in Adolescence:
Feldman: Chapter 11
- Social and Personality Development in Adolescence
Feldman: Chapter 12
- Group Activity Time (Blackboard Powerpoint Questions)
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- May 25 Physical and Cognitive Development in Early Adulthood
Feldman: Chapter 13
- Physical and Cognitive Development in Early Adulthood
Feldman: Chapter 13
- Review for final exam
Complete Group Presentations (If Necessary)
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- May 26 FINAL EXAM Chapters 11, 12, 13