



**Lifespan Growth & Development
AEDP A330, Section 301, Spring 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:	Deborah McMurtrie	Meeting Time:	W 4:30- 7:15 PM
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Office Hours:	Afternoons 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 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

- A. Required Text: Craig, G. J. & Dunn, W.L. (2007). *Understanding human development*. Upper Saddle River, NJ: Prentice Hall.
- B. 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, films, small and large group discussions, activity groups, projects, visitors, and hands-on activities.

V. Administrative Requirements

- A. **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 (cover sheet) of every assignment.
*****NOTE: If the Honor Code is not on the assignment and signed and dated, the grade for that assignment will be a zero.**

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 _____

- B. **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.
- C. **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.
- D. **Class Participation Policy:** As a part of your professional development, class attendance and participation is essential and punctuality is expected. **You must attend at least 80% of class meetings to earn credit for the class.** Two tardies count as one absence. 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.

E. 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.

F. Assignment Criteria:

All out-of class writing must be completed on a computer, making use of spell check and grammar check. 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 (5th edition) criteria. Please include a cover sheet with the Honor Code and your signature on every assignment.

VI. Description of Assignments

A. Milestone Inventory (100 points) (6-8 page synthesis paper and a Powerpoint 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, Baumrind, Schaie, etc. In addition to the synthesis paper, prepare a brief (10 to 15 minute) Powerpoint presentation to be shared in class. Use the following **headings** in your synthesis paper and in your presentation: Early Childhood; Middle Childhood; Adolescence; Young Adulthood; Middle Adulthood; and Older Adulthood. **Please submit an electronic copy of the Powerpoint on Blackboard's Digital Dropbox** AND turn in a hard copy of your synthesis paper by the deadline. Your project will be assessed on its organization, content, mechanics, and delivery using a rubric, which is posted on Blackboard.

B. 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; 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. **Please submit this assignment electronically via Blackboard's Digital Dropbox** as well as on paper. Your project will be assessed using a rubric, which is posted on Blackboard.

C. Service Learning Project (75 points): Volunteer for a total of 3 or more hours at one or more of the following community service agencies. 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. Please see the instructor if you wish to work with a community service agency not listed below.

* Children's Center, @ USCA
(803) 641-3385 Ladonna Hayes (Limit 15. Arrange times with professor: M-F 8:00 – 11:30 AM)

* Ruth Patrick Science Education Center @ USCA (Arrange times with professor: M-F mornings)

* Leavelle McCampbell Middle School, 82 Canal Street, Graniteville, SC 29829
Contact: Mrs. Betty Gallman, Guidance Counselor, at (803) 663-4300 (M-F 8:30 AM – 2:30 PM)

* STAR Riding & Driving, mochaman@earthlink.net or freckles06@earthlink.net
(803) 652-3231 or (803) 507-1492 Kerri Creamer (Saturdays; must be comfortable around horses)

* W. W. Long Youth Development Center (Camp Long is a residential program for youth offenders)
 Contact: Mr. Cody Greene, Director, at (803) 292-7590 or cgreene@clemson.edu

D. Exams (300 points): Complete three (3) exams. 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 two or more reputable 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.

VI. Course Assignments

Assignments are due by 4:30 PM on the date indicated:

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
Participation	Every class	75 pts.
Exam 1	February 11	100 pts.
Milestone Project or Term Paper	Varies	100 pts.
Exam 2	March 25	100 pts.
Service Learning Project	March 25	75 points
Exam 3	May 6	100 pts.
TOTAL =		550 pts.

VII. Evaluation and Grading Scale

A. 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.

B. 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

VIII. 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>
14 January	Course Overview; Theoretical Perspectives of Lifespan Development		
21 January	Research Methodology	Craig & Dunn Chapter 1	
28 January	Infancy and Toddlerhood: Physical, Cognitive, and Language Development	Craig & Dunn Chapter 4; Infant & Toddler Articles	
4 February	Infancy and Toddlerhood: Personality and Sociocultural Development	Craig & Dunn Chapter 5	4:30 PM Computer Classroom; Babies visit at 6 PM
11 February	EXAM 1: Chapters 1, 4, 5		
18 February	Early Childhood: Physical and Cognitive Development	Craig & Dunn Chapter 6; Early Childhood articles	Milestone Projects 1, 2, 3
25 February	Early Childhood: Personality and Sociocultural Development	Craig & Dunn Chapter 7	Milestone Projects 4, 5, 6; Young children visit 6 PM
4 March	Middle Childhood: Physical and Cognitive Development	Craig & Dunn Chapter 8; Middle Childhood articles	Milestone Projects 7, 8, 9
11 March	SPRING BREAK- NO CLASS		
18 March	Middle Childhood: Personality and Sociocultural Development	Craig & Dunn Chapter 9	Milestone Projects 10, 11, 12
25 March	EXAM 2: Chapters 6, 7, 8, 9		Service Learning Projects Due
1 April	Adolescence: Physical and Cognitive Development	Craig & Dunn Chapter 10; Adolescent articles	Milestone Projects 13, 14, 15
8 April	Adolescence: Personality and Sociocultural Development	Craig & Dunn Chapter 11	Milestone Projects 16, 17, 18
15 April	Young Adulthood: Physical and Cognitive Development	Craig & Dunn Chapter 12	Milestone Projects 19, 20, 21
22 April	Young Adulthood: Personality and Sociocultural Development	Craig & Dunn Chapter 13	Milestone Projects 22, 23, 24
6 May	EXAM 3 at 5:00 PM: Chapters 10, 11, 12, 13		