

**LIFESPAN HUMAN DEVELOPMENT**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	SPRING 2011
<b>Time/Location</b>	This course is 100% online. Optional meetings (individual or group) may be scheduled upon request.
<b>Instructor</b>	Dr. Elizabeth Hayes
<b>Office Location</b>	Online
<b>Online Hours</b>	Contact me online or phone as needed.
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<b>Fax</b>	706-260-2200
<b>Distance Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a> OR <a href="http://help.view.usg.edu">http://help.view.usg.edu</a> (Click on “Request Support” for live chat)  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

## **COURSE DESCRIPTION**

This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being interacting with the environment. It will include factors affecting these changes within historical, multicultural, and special needs contexts of development.

## **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (CACREP; Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. examine classic and current theories of individual and family development and transitions across the life-span. (Berger, 2007; Berk, 2007; Boyd & Bee, 2008; Crain, 2005; Papalia, Olds, & Feldman, 2009; Santrock, 2008) (*Knowledgeable, Reflective*; CACREP II.K.3. a; NBPTS Propositions 4, 5; ISTE Vb; AASL 8.2);
2. demonstrate an understanding of theories of learning and personality development (Berger, 2007; Berk, 2007; Boyd & Bee, 2008; Crain, 2005; Papalia, Olds, & Feldman, 2009; Santrock, 2008) (*Knowledgeable, Culturally Sensitive, Reflective*; CACREP II.K.3.b; NBPTS Propositions 4, 5; ISTE Vb; AASL 8.2);

3. develop an awareness of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (Berger, 2007; Berk, 2007; Boyd & Bee, 2008; Papalia, Olds, & Feldman, 2009; Santrock, 2008; Sigelman & Rider, 2008) (*Knowledgeable, Adaptive, Lifelong Learning, Culturally Sensitive, Empathetic, Reflective*; CACREP II.K.3.c; NBPTS Propositions 3, 4, 5; ISTE IIb, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3);
4. develop strategies for facilitating optimum development over the life-span (Berger, 2007; Berk, 2007; Boyd & Bee, 2008; Papalia, Olds, & Feldman, 2009; Santrock, 2008; Sigelman & Rider, 2008) (*Decision Making, Leadership, Lifelong Learning, Adaptive, Knowledgeable, Collaborative, Culturally Sensitive, Empathetic, Proactive, Reflective*; CACREP II.K.3.d; NBPTS Propositions 3, 4, 5; ISTE IIb, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3); and
5. demonstrate an understanding of ethical and legal considerations (Berger, 2007; Berk, 2007; Boyd & Bee, 2008; Papalia, Olds, & Feldman, 2009; Santrock, 2008) (*Decision Making, Leadership, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective*; CACREP II.K.3.e; NBPTS Propositions 4, 5; ISTE Vb; AASL 8.2).

## TEXTS, READING, AND INSTRUCTIONAL RESOURCES

### Required Text

**The textbook for this course is required reading. It was chosen specifically for this course due to the concise text. It outlines the essential concepts in life-span development, while retaining a foundation in current research and applications for students in a variety of majors and career paths. Additional multimedia and journal article links are included in the learning modules and course discussions in order to supplement the text and enhance student learning.**

Santrock, J.W., (2008). *Essentials of life-span development* (1st ed.). New York: McGraw-Hill.

### Suggested Texts

Berger, K. (2007). *The developing person through the lifespan* (7th ed.). New York: Worth.

Berk, L. (2007). *Development through the lifespan* (4th ed.). Boston: Allyn & Bacon.

Boyd, D., & Bee, H. (2008). *Lifespan development* (5th ed.). Boston: Allyn & Bacon.

Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed.). Upper Saddle River, N.J: Prentice Hall.

Freiberg, K. L. (Ed.). (2008). *Annual editions: Human development 08/09, 36th edition*. Dubuque, IA: McGraw-Hill Contemporary Learning Series.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development* (11th ed.). New York: McGraw-Hill.

Sigelman, C., & Rider, E. (2008). *Life-span human development* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Link to Conceptual Framework**

The focus of this course is an in-depth study of the theories and processes of human development, with an emphasis on life-span approach. The overall evaluation of this course is structured around the completion of service learning, written assignments, and a self-reflection paper. At the completion of this course, students will demonstrate competence in the following areas:

*Decision making*: choosing interventions/innovations (**All Assignments**)

*Leadership*: taking responsibility for ongoing inquiry (**Assignments 1, 2, 4**)

*Lifelong learning*: studying the effectiveness of practices; seeking to continually improve knowledge and skills (**Assignments 1, 2, 3, 4**).

*Being adaptive*: changing educational practices to meet students' needs; demonstrating flexibility (**All Assignments**)

*Collaborations*: working with and integrating the ideas of others (**Assignments 1, 2, 3, 4**)

*Cultural sensitivity*: recognizing the cultural differences in human development; adapting interventions and innovations to meet the needs of diverse students (**All Assignments**)

*Empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**Assignments 1, 2, 5, 6**)

*Knowledgeable*: integrating theoretical perspectives (**Assignments 1, 2, 3, 4, 6**)

*Proactivity*: advocating for groups and/or individuals; planning new interventions and innovations to better serve children (**All Assignments**)

*Reflection*: engaging in ongoing, continuous reflection of the process of human development (**All Assignments**),

## ASSIGNMENTS

### ASSIGNMENT 1: ONLINE DISCUSSIONS AND ACTIVITIES (160 points)

You will participate in discussions of readings and your thoughts about human development. The nature of this online course allows you the opportunity to think through your ideas and experiences before sharing them with others. Activities will be included to help you think of your learning in more realistic terms. You will have a total of 8 discussions in which to participate fully (each worth 20 points). You must participate in **ALL** discussions to receive credit for **ANY** discussions. One letter grade will be deducted if **all** discussions are not posted.  
(Course Objectives 1 - 5: checklist, online observation)

### ASSIGNMENT 2: CHILD CASE STUDY (200 points)

You will observe and interview a child over a three week period and write a paper on the experience covering at least the following topics:

**Identifying information:** includes age, sex, birth order, height weight, age, occupation, and educational background of parents, nature of the community with population and rural, urban, industrial, and agricultural features.

**Physical development:** appearance, motor coordination, muscular strength, growth pattern, degree of activity, comparison with peers.

**Emotional development:** expressions of aggression, incidences of temper tantrums, extent of self control, general disposition, emotional problems, self concept, self esteem, egocentric behavior.

**Social development:** expressions of basic courtesies, peer relations, sibling relationships, relationships with adults.

**Cognitive development:** Intelligence, academic success/failure, thought processes, interest in school, attention span, memory, ability to reason

**Language development:** vocabulary, grammar, intelligibility.

**Moral development:** his or her view of right and wrong (Piaget, Kohlberg)

**General Assessment:** Write in this section your interpretation of the above information in view of your knowledge of human growth and development. How does the child compare with the average child of his or her age? What are the outstanding characteristics of this child? What kind of additional information do you need to understand this child better? Put this child in the developmental stages of as many theorists as possible (Piaget, Vygotsky, Erikson, Kohlberg) and explain why.

**IMPORTANT INSTRUCTIONS:** The subject should be a child or adolescent (12 or younger). Be sure to get parental permission before interviewing the child. You should try to observe the

child at least twice before writing the paper. It can be in narrative form or a listing of information by category. The general assessment must be in narrative form. Please use bold subheadings for each section/category of your paper (the eight sections/categories are listed above).

(Course Objectives 1 - 5: checklist)

### **ASSIGNMENT 3: JOURNAL ARTICLE REVIEWS (100 points)**

After consultation with the instructor, you will select a topic or topics, read extensively, and write two (2) critical article reviews related to current research on human development. The articles used should be published within the last five years and may be found in a professional journal related to your study of lifespan human development. Students will be required to analyze, synthesize, and evaluate the information that is presented in the professional journal articles. Each of the critical article reviews should be limited to three pages, double spaced using APA format. Spelling, grammar, and use of APA style will be considered in evaluating article reviews. Please remember to include your personal reaction to the journal article at the end of your review. The article reviews must be submitted as a MS Word document attachment in the CourseDen Assignments section. Each article review is worth 50 points.

(Course Objectives 1 - 5: checklist)

### **ASSIGNMENT 4: POWERPOINT PRESENTATION (200 points)**

You will create a quality PowerPoint presentation on a developmental theory included in our text or an important topic related to lifespan human development of your choice. The PowerPoint should be 10-15 slides long and include a "references" slide. Be sure the PowerPoint is visually appealing (use relevant graphics on each slide, a colorful background/border, etc.), but please avoid "slide transition" special effects and animations as this slows the download times significantly for your instructor and classmates. You may select one partner from this class with which to prepare the PowerPoint presentation, or you may work alone.

(Course Objective 1-5: rubric)

### **ASSIGNMENT 5: LIFELINE PROJECT (140 points)**

You will create a personal LifeLine or map that outlines your past, present, and future. Your LifeLine should include the significant events and goals in your life. Your LifeLine should be a helpful exercise for self discovery and life review. It can be a valuable tool for life planning and goal setting.

(Course Objectives 1 - 4: rubric)

### **ASSIGNMENT 6: PERSONAL LIFESPAN ANALYSIS (200 points)**

You will complete an integrated self-reflection paper exploring your own development from the perspective of major theories studied in this class.

(Course Objectives 1 - 4: rubric)

## EVALUATION PROCEDURES

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools	Due Date
1. Online Discussions and Activities	160 All discussions/ activities must be posted to receive credit for <b>any</b> discussions/ activities. <b>One letter grade</b> deducted if <b>all</b> discussions/ activities are not posted.	Checklist, Online Observation	<b>See Class Outline</b>
2. Journal Article Reviews	100	Checklist	<b>Jan. 16</b> , 11:59 p.m. <b>Jan. 30</b> , 11:59 p.m.
3. Child Case Study	200	Checklist	<b>Feb. 20</b> , 11:59 p.m.
4. PowerPoint Presentation	200	Rubric	<b>March 27</b> , 11:59 p.m.
5. Life Line Project	140	Rubric	<b>April 17</b> , 11:59 p.m.
6. Final Exam: Personal Lifespan Analysis	200	Rubric	<b>May 1</b> , 11:59 p.m.
<b>TOTAL</b>	<b>1000</b>		
Professionalism/Participation	Possible points deducted	Checklist/ Observation	Throughout the semester

All work completed in this course must be original work developed this semester. Extra credit assignments will not be made.

## GRADING POLICY

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**Due dates - All assignments will be due on the due dates posted. Late submissions will not be accepted.** Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies.

## PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Treating class members and colleagues with respect

Students must also follow guidelines included in the University of West Georgia's *Acceptable Use Policy* located at the following URL: [http://policy.westga.edu/sphtml/page\\_04.htm#aup](http://policy.westga.edu/sphtml/page_04.htm#aup)

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

## DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services.. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve> . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

## ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

## Class Outline

<p><b>Week One</b> January 5 - 9</p> <p><b>Week Two</b> January 10 - 16</p>	<p><b>Module 1: BEGINNINGS-</b> Genetics, prenatal development, and birth.</p> <p><b>Reading-</b> Santrock Text Chapters 1 - 2 <b>Article Review # 1 Due January 16, 11:59 p.m.</b></p> <p><b>Discussion Forum 1</b> <b>*Full participation is required each week on the discussion board no later than Sunday night at 11 :59 p.m.</b></p>
<p><b>Week Three</b> January 17 - 23</p> <p><b>Week Four</b> January 24 - 30</p>	<p><b>Module 2 : INFANCY-</b> Physical, cognitive, and socioemotional development</p> <p><b>Reading-</b> Santrock Text Chapters 3 – 4 <b>Article Review 2 Due January 30, 11 :59 p.m.</b> <b>*Discussion Forum 2</b></p>
<p><b>Week Five</b> Jan. 31 – Feb. 6</p> <p><b>Week Six</b> February 7- 13</p>	<p><b>Module 3: EARLY CHILDHOOD-</b> Physical, cognitive, and socioemotional development</p> <p><b>Reading-</b> Santrock Text Chapters 5 - 6 <b>*Discussion Forum 3</b></p>
<p><b>Week Seven</b> February 14 - 20</p> <p><b>Week Eight</b> February 21 - 27</p>	<p><b>Module 4: MIDDLE and LATE CHILDHOOD-</b> Physical, cognitive, and socioemotional development</p> <p><b>Reading-</b> Santrock Text Chapters 7 - 8 <b>Child Case Study Due February 20, 11 :59 p.m.</b> <b>*Discussion Forum 4</b></p>
<p><b>Week Nine</b> Feb. 28 – March 6</p> <p><b>Spring Break</b> March 7 - 13</p> <p><b>Week Ten</b> March 14 – 20</p>	<p><b>Module 5: ADOLESCENCE -</b> Physical, cognitive, and socioemotional development</p> <p><b>Enjoy your break with your family and friends !!! No Discussion Board participation is required during Spring Break.</b></p> <p><b>Reading-</b> Santrock Text Chapters 9 - 10 <b>*Discussion Form 5</b></p>
<p><b>Week Eleven</b> March 21 - 27</p> <p><b>Week Twelve</b> March 28 – April 3</p>	<p><b>Module 6: EARLY ADULTHOOD-</b> Physical, cognitive, and socioemotional development</p> <p><b>Reading-</b> Santrock Text Chapters 11 - 12 <b>PowerPoint Project Due March 27, 11 :59 p.m.</b> <b>*Discussion Forum 6</b></p>

<b>Week Thirteen</b> <b>April 4 - 10</b>	<b>Module 7: MIDDLE ADULTHOOD-</b> Physical, cognitive, and socioemotional development
<b>Week Fourteen</b> <b>April 11 - 17</b>	<b>Reading</b> – Santrock Text Chapters 13 – 14 <b>LifeLine Project Due April 17, 11 :59 p.m.</b> <b>*Discussion Forum 7</b>
<b>Week Fifteen</b> <b>April 18 - 24</b>	<b>Module 8: LATE ADULTHOOD-</b> Physical, cognitive, and socioemotional development
<b>Week Sixteen</b> <b>April 25 – May 1</b>	<b>Reading</b> – Santrock Text Chapters 15 - 17 <b>ENDINGS-</b> <b>*Final Discussion Forum 8</b> <b>Final Exam : Personal Life-Span Analysis Due May 1, 11 :59 p.m.</b> <b>Course Evaluations Online</b>

### Other Important Dates

<b>March 2</b>	Last day to withdraw with a grade of W
<b>March 7 - 11</b>	Spring Break !!!
<b>April 21</b>	Last day to submit theses, Ed.S. research projects and dissertations
<b>May 7</b>	Graduation