EdP 5033: Human Development Across the Lifespan
Spring 2010
Thursday 5:30 PM – 8:15 PM
Buena Vista 3.324

Instructor Information:

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Phone: 210-458-2568
Office Hours: Wednesday 1-3 Thursday 3-5 PM, or by appointment

Description: This course is designed to introduce graduate students to content and issues in human development across the lifespan. The course will integrate research on learning theories and various theories of development.

Required Text:


There will also be journal articles that will be included in the required reading for the course. These articles are available for download through the course’s Blackboard site.

Suggested Text:


The purpose of the readings is to 1) provide students with the foundational information of the course content; 2) expose students to current research and thought in lifespan development and 3) encourage critical thinking about course content. Course readings may not be discussed in their entirety during class meetings. However, you are expected to complete all required readings and I encourage you to maintain an ongoing discussion of the reading material on the course Blackboard site.

Course Objectives

This course will provide a current and comprehensive overview of developmental psychology. We will cover major developmental theories related to physical, social, emotional, and psychological development. There are four major objectives of the course:

1. To acquaint students with the general concept of human development and the variables which influence it (CACREP II.K.3.a-d; SC C.2.d-f);
2. To review, understand, and critique research related to human development (CACREP II.K.3.a-d);
3. To provide students the opportunity to engage in research activities that incorporate and investigate theories of development (CACREP II.K.3.a-d; II.K.8.a..e);
4. To give students opportunities to learn how to apply course material into their personal philosophy and future practice (CACREP II.K.3.a-d; II.K.2.d..e.).

**Basis for Student Evaluations:**

- A. Interview Assignment 40pts
- B. Reflection paper 20pts
- C. Final Research Paper 60pts
- D. Topic Master 10pts
- E. Class Participation 20pts

Grades will be assigned according to the following scale:

- A – 90% and above
- B – 80% to 89.9%
- C – 70% to 79.9%
- D – 60% to 69.9%
- F – 59.9% and below

**Policy on Late Assignments**

Late assignments will not be accepted except under extreme circumstances. Such circumstances must be discussed with the instructor prior to the due date of the assignment. Penalties for approved late submissions will be at the discretion of the instructor and will be provided to the student prior to submission of the late assignment.

**Interview Assignment**

This case study assignment is an opportunity for you to explore an idea, topic, or theory more closely through 2 interviews. For your interview, you should ask questions that will guide your thinking about the value and relevancy of developmental theory for explaining the human experience. For example, you might focus on the concept of identity development ask him/her questions related to notions of identity (e.g., career choices, beliefs about gender, ethnicity, culture). The goal is for you is to use the interview experience and enhance your thinking and understanding of lifespan development (See Blackboard for an example).

Your 4-6 page paper should reflect the contents of your interview as well as your emerging thinking regarding the theory (or theories) which guided your discussion. The paper should be an exercise in articulating your personal philosophy about development. **Remember:** The quality of your paper is much more important than its quantity or length. The paper must be formatted in APA (6th ed.). If you are unfamiliar with APA style of writing, please consult the APA manual.

**NOTE:** Be sure that any person you interview who is of age (age 18 or older) signs a consent form. If you choose to interview minors (anyone under the age of 18), please be sure you get a parent or
guardian to sign your consent form. I will put examples of consent forms for both adults and minors on Blackboard. You can download these and format them to fit your goals.

Reflection Papers

Over the course of the semester, students will write two reflection papers. Reflection papers are a writing opportunity for students to explore their personal views of Human Development. Students can choose from any of the assigned readings or topics discussed in class and submit their reflections at any point on or before April 22nd. Note: these are not reports on course readings. You are expected to reflect thoughtfully on the readings and demonstrate application or analysis of a particular topic, rather than simply rehash the readings and class discussions. Offer additional thoughts, considerations or applications. Incorporating references into this paper is expected since you will be drawing material from the book and/or supplemental readings. Additional outside sources (beyond the text and assigned readings) is not required, but may be helpful in discussing your thoughts. When citing outside sources, appropriate citation format according to APA guidelines is expected. Students can use first person in this writing assignment. These reflection papers will be evaluated based on thoughtfulness, writing style and clarity, and integration of course information into philosophy. They should be no longer than three pages.

Topic Master

Each student will be responsible for choosing and presenting one of the assigned readings to the class. No formal write-up of the additional reading is necessary, although it may be helpful to provide the class with an outline or summary of the major findings/issues presented in the article. As topic master, you should present the reading you have chosen and serve as the discussion facilitator on the reading. You may opt to have the class do an activity or simply discuss the reading. You are NOT to report on the article. Condense your presentation to no more than four slides. The purpose of this assignment is to encourage students to continue to explore the many developmentally-related issues, and also allows students to facilitate a discussion on a reading of their choosing. This exercise is about facilitating the discussion on a topic and all students are responsible for reading the article before class.

Final Research Paper

To allow students to apply the themes and ideas of the course to an area of particular personal interest, students will prepare a final research paper that can either provide a critical assessment of research and theory on a particular topic of development during adulthood or apply research on development to a specific practical issue in their own field of interest. The paper could be a critical review of research, an overview of related issues for practitioners working with children, youth or adults. Topics must be approved in advance by the instructor. Final papers will be 10-15 pages and utilize a minimum of 20 references.

ALL ASSIGNMENTS SHOULD BE SUBMITTED VIA BLACKBOARD BY 5:00 p.m. ON THE DATE THEY ARE DUE

Class Participation and Attendance

Although there is no formal attendance policy in this course, you must be present to participate in the course. This course will largely be discussion-based. As such, its success depends upon your presence at each class meeting, as well as your preparation for each class. This includes reading the assigned material for each class period and arriving in class ready to discuss the course material. To facilitate your thinking
about course material, **you should arrive at each class meeting with at least 1 burning question.** The “burning question” is a discussion question that you may like to offer to the class. Participation grades will be assessed based upon class attendance and contributions to classroom discourse.

**Academic Dishonesty:**

Students are reminded that University policies on academic honesty will be strictly enforced in this class. Appropriate acknowledgment and references are expected in all written work for ideas and verbatim and paraphrased passages that are derived from the words or work of other individuals. Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalog for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (Grad Catalog, pp. 49-50). Graduate students must demonstrate fitness to practice in the field of counseling. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your fitness to practice. See [www.utsa.edu/hop/chapter5/5-16.htm](http://www.utsa.edu/hop/chapter5/5-16.htm) for information on fitness to practice. Be aware that acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of students’ records. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.
## COURSE SCHEDULE

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<td>Introduction to the course</td>
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<tr>
<td>1/21</td>
<td>Introduction to Development</td>
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<tr>
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<td>Skim: Miller, Introduction (pp. 1-24) and Parts of Chapter 1 (pp. 25-90)</td>
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<tr>
<td>1/28</td>
<td>Moral Development</td>
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<tr>
<td>2/4</td>
<td>Psychoanalytic Theory of Development</td>
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<td>Miller, Chapter 2 (pp. 105-143)</td>
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<tr>
<td>2/11</td>
<td>Identity Development</td>
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<td>Miller, Chapter 2 (pp. 144-154)</td>
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<td></td>
<td><strong>INTERVIEW TOPIC AND QUESTIONS DUE</strong></td>
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<tr>
<td>2/18</td>
<td>Traditional Learning Theory (TLT) &amp; Social Learning Theory</td>
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<td>Miller, Chapter 3 (pp. 165-212).</td>
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* Not available as a Topic Master topic
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<tr>
<td>2/25</td>
<td>Social Learning Theory (cont’d.)</td>
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<td>Memory Development, Information Processing</td>
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<td>Miller, Chapter 4 (pp. 213-241)</td>
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<td>3/11</td>
<td>Academic Writing and Research</td>
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<td>3/18*</td>
<td><strong>INTERVIEW PAPERS DUE</strong></td>
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<td>3/25</td>
<td>Culture &amp; Learning</td>
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<td><strong>DRAFT OF RESEARCH PAPER DUE</strong></td>
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<td>4/1</td>
<td>Sociocultural Theory</td>
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<td>Miller, Chapter 7 (pp. 408-419)</td>
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<td>4/8</td>
<td>View Documentary “Little Rock Central High School: 50 Years Later”</td>
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<td>4/15</td>
<td>Sociocultural Approach and Gender</td>
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<td>4/22</td>
<td>Ethology and Attachment</td>
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<td>5/1</td>
<td>Finals week</td>
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