

**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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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:**

Miller, P. H. (2002). *Theories of Developmental Psychology* (4<sup>th</sup> ed.). New York: Worth Publishers.

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:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

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 (6<sup>th</sup> 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 with classmates 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

Date	Topic
<b>1/14</b>	<b>Introduction to the course</b>
<b>1/21</b>	<p><b>Introduction to Development</b></p> <p><i>Skim:</i> Miller, Introduction (pp. 1-24) and Parts of Chapter 1 (pp. 25-90)</p> <p>*Frankenberger, K. D. (2000). Adolescent egocentrism: A comparison among adolescents and adults. <i>Journal of Adolescence</i>, 23, 343-354.</p> <p>Bell, J. H., &amp; Bromnick, R. D. (2003). The social reality of the imaginary audience: A grounded theory approach. <i>Adolescence</i>, 38, 205-219.</p>
<b>1/28</b>	<p><b>Moral Development</b></p> <p>Nunner-Winkler, G., Meyer-Nikele, M., &amp; Wolhrab, D. (2007). Gender differences in moral motivation. <i>Merrill-Palmer Quarterly</i>, 53, 26-52.</p> <p>Eisenberg, N., Cumberland, A., Guthrie, I. K., Murphy, B. C., &amp; Shepard, S. A. (2005). Age Changes in prosocial responding and moral reasoning in adolescence and early adulthood. <i>Journal of Research on Adolesence</i>, 15, 235-260.</p>
<b>2/4</b>	<p><b>Psychoanalytic Theory of Development</b></p> <p>Miller, Chapter 2 (pp. 105-143)</p>
<b>2/11</b>	<p><b>Identity Development</b></p> <p>Miller, Chapter 2 (pp. 144-154)</p> <p>Garcia, D. I., Gray-Stanley, J., &amp; Ramirez-Valles, J. (2008). "The Priest obviously doesn't know that I'm Gay:" The religious and spiritual journeys of Latino gay men. <i>Journal of Homosexuality</i>, 55, 411-436.</p> <p>*Nasir, N. S. &amp; Saxe, G.B. (2003). Ethnic and Academic Identities: a cultural practice perspective on emerging tensions and their management in the lives of minority students. <i>Educational Researcher</i>, 32, (5), 14-18.</p> <p><b>**INTERVIEW TOPIC AND QUESTIONS DUE**</b></p>
<b>2/18</b>	<p><b>Traditional Learning Theory (TLT) &amp; Social Learning Theory</b></p> <p>Miller, Chapter 3 (pp. 165-212).</p> <p>*Holland, J. G. (1992, May). B. F. Skinner (1904-1990). <i>American Psychologist</i>, 47(5), 665-667.</p> <p>Irvine, J. M. (1994). A place in the rainbow: Theorizing lesbian and gay culture. <i>Sociological Theory</i>, 12, 232-248.</p>

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\* Not available as a Topic Master topic

<b>Date</b>	<b>Topic</b>
2/25	<p data-bbox="284 262 698 304"><b>Social Learning Theory (cont'd.)</b></p> <p data-bbox="284 325 1429 472">Eccles, J.S., Midgley, C., Wigfield, A., Buchanan, C.M., Reuman, D., Flanagan, C., &amp; Mac Iver, D. (1993). Development during adolescence: The impact of stage- environment fit on young adolescents' experiences in schools and in families. <i>American Psychologist</i>, 48, 90-101.</p> <p data-bbox="284 493 1429 598">Glenn, D. (2004). The train has left: The No Child Left Behind Act leaves Black and Latino literacy learners waiting at the station. <i>Journal of Adolescent &amp; Adult Literacy</i>, 47, (8), 648-656.</p>
3/4	<p data-bbox="284 598 876 640"><b>Memory Development, Information Processing</b></p> <p data-bbox="284 661 657 703">Miller, Chapter 4 (pp. 213-241)</p> <p data-bbox="284 724 1299 808">Carstensen, L.L., Isaacowitz, D. M., &amp; Charles, S. T. (1999). Taking time seriously: A Theory of socioemotional selectivity. <i>American Psychologist</i>, 54, 165-181.</p>
3/11	<p data-bbox="284 808 698 850"><b>Academic Writing and Research</b></p> <p data-bbox="284 850 698 871"><b>**INTERVIEW PAPERS DUE**</b></p>
3/18*	<p data-bbox="284 871 454 913"><b>Spring Break</b></p>
3/25	<p data-bbox="284 913 544 955"><b>Culture &amp; Learning</b></p> <p data-bbox="284 976 649 1018">Miller, P. (2002). pp. 367-407.</p> <p data-bbox="284 1039 1299 1123">Barton, A. C., Drake, C., Perez, J. G., St. Louis, K., &amp; George, M. (2004). Ecologies of parental engagement in urban education. <i>Educational Researcher</i>, 33, 3-12.</p> <p data-bbox="284 1186 1429 1291">Moll, L., Amanti, C., Neff, D., &amp; Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. <i>Theory into Practice</i>, 31(2), 132-141.</p> <p data-bbox="284 1291 828 1312"><b>**DRAFT OF RESEARCH PAPER DUE**</b></p>
4/1	<p data-bbox="284 1312 552 1354"><b>Sociocultural Theory</b></p> <p data-bbox="284 1375 657 1417">Miller, Chapter 7 (pp. 408-419)</p> <p data-bbox="284 1449 1331 1533">Morris, J. E. (2008). Out of New Orleans: Race, class and researching the Katrina diáspora. <i>Urban Education</i>, 43, 463-487.</p> <p data-bbox="284 1554 1331 1659">Lee, J.S., Bowen, N. K. (2006). Parent involvement, cultural capital and the achievement Gap among elementary school children. <i>American Educational Research Journal</i>, 43, 193-218.</p>
4/8	<p data-bbox="284 1659 1120 1692">View Documentary “Little Rock Central High School: 50 Years Later”</p>

<b>Date</b>	<b>Topic</b>
<b>4/15</b>	<p data-bbox="277 233 732 264"><b>Sociocultural Approach and Gender</b></p> <p data-bbox="277 300 764 331">View documentary “Killing Us Softly 3.”</p> <p data-bbox="277 367 1284 430">Paechter, C. (2006). Reconceptualizing the gendered body: Learning and constructing masculinities and femininities in school. <i>Gender in Education, 18</i>, 121-135.</p> <p data-bbox="277 466 1357 529">*Hargreaves, D. A., &amp; Tiggemann, M. (2003). Female “thin ideal” Media images and boys’ attitudes toward girls. <i>Sex Roles, 49</i>, 539-544.</p> <p data-bbox="277 564 1425 627">Botta, R. A. (2003). For your health? The relationship between magazine reading and adolescents’ body image and eating disturbances. <i>Sex Roles, 48</i>, 389-399.</p>
<b>4/22</b>	<p data-bbox="277 669 602 701"><b>Ethology and Attachment</b></p> <p data-bbox="277 737 646 768">Miller, Chapter 5 (pp. 279-338)</p>
<b>4/29</b>	<p data-bbox="277 806 659 837"><b>Development in late adulthood</b></p> <p data-bbox="277 873 1430 936">Beard, R. L. (2004). In their voices: Identity preservation and experiences of Alzheimer’s disease. <i>Journal of Aging Studies, 18</i>, 415-428.</p> <p data-bbox="277 972 1390 1066">Valadez, A. A., Lumadue, C., Gutierrez, B., &amp; Vries-Kell, S. (2006). Las Comadres and adult day care centers: The perceived impact of socialization on mental wellness. <i>Journal of Aging Studies, 20</i>, 39-53.</p>
<b>5/1</b>	<p data-bbox="277 1110 423 1142"><b>Finals week</b></p> <p data-bbox="277 1142 1211 1173"><b>**FINAL RESEARCH PAPER DUE uploaded to Blackboard by 5:00 p.m.**</b></p>

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