Facilitator: Dr. Wilma J. Robinson  
Office: 101B  
Phone: 262-594-2272  
Email: wrobinso@carrollu.edu  
Office hours: 2:00 – 3:45 (M and W)  
Or by appointment

Text  

Course Overview

This course explores the life span perspective as an integrative approach to development to help students construct an overall vision of development and learning from conception to death. The course examines theories of human development, research and practical applications that facilitate knowledge of both the sequence of human development and the processes that lie beneath. In addition this examination increases understanding of the joint contributions of biology and environment to development.

It will also explore the impact of context and culture on human development influenced by larger social forces and structures - societal values, laws; governmental policies and programs as it relates to lifelong well-being. Patterns of growth change and continuity are considered on applied topics across the life span (e.g., infant mortality, child care, teen pregnancy, domestic violence, health, religiosity, curriculum planning, lifelong learning, caring for aging adults, retirement, palliative care for dying etc.).

Student Learning Outcomes

Upon successful completion of the course a student should be able to demonstrate:

1. an understanding of an array of theories in the field and the strengths and shortcomings of each.
2. a grasp of the lifespan perspective as an integrative approach to development.
3. knowledge of both the sequence of human development and the processes that lie beneath.
4. an appreciation of the impact of context and culture on human development.
5. an understanding of the interdependency of all domains of development – physical, cognitive, emotional, and social.
6. an appreciation of the interrelatedness of theory, research and practical applications of teaching and learning across the lifespan.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| January 23 and week of January 30 | Introduction and Foundations of Human Development:  
  - History  
  - Theory  
    - 20th Century Theories  
    - New Theoretical Perspectives  
  - Research Strategies  
  - Environmental Contexts | Berk, Chapter 1  
  Theory and Research in Human Development  
 Berk, Chapter 2  
 Genetic and Environmental Foundations  
 Assignment: Complete the readings above.  
 Consider and note the impact of context and culture on human development throughout all of your readings and research for this course. |
| February 6 and week of February 13 | Early Childhood  
  - Physical  
  - Cognitive  
  - Moral  
  - Social/Emotional  
 Applications and Implications For Education in Middle Childhood | Chapter 7  
 Physical and Cognitive Development in Early Childhood  
 Berk, Chapter 8  
 Emotional and Social Development in Early Childhood  
 Assignment: Early Childhood Learning Activity. Due by 9:00 a.m. on 2/16 |
| February 20 and week of February 27 | Middle Childhood  
  - Physical  
  - Cognitive  
  - Moral  
  - Social/Emotional  
 Applications and Implications For Education in Middle Childhood | Chapter 9  
 Physical and Cognitive Development in Middle Childhood  
 Berk, Chapter 10  
 Emotional and Social Development in Middle Childhood  
 Assignments:  
 Reflection/Online Discussion: Initial Post by 9:00 a.m. on 2/20  
 Reflection/Online Discussion: Response Post due by 9:00 a.m. on 2/27  
 Middle Childhood Learning Activity due by 9 a.m. on 3/2 |
| March 6 and week of March 13 | Adolescence  
  - Physical  
  - Cognitive  
  - Moral  
  - Social/Emotional  
 Applications and Implications For Education in Middle Childhood | Berk, Chapter 11  
 Physical and Cognitive Development in Middle Childhood  
 Berk, Chapter 12  
 Emotional and Social Development in Middle Childhood  
 Assignments:  
 Reflection/Online Discussion: Initial Post by 9:00 a.m. on 3/6  
 Reflection/Online Discussion: Response Post due by 9:00 a.m. on 3/13  
 Adolescent Learning Activity due by 9:00 a.m. on 3/16 |
| March 20 and week of March 27 | Early Adulthood • Physical • Cognitive • Moral • Social/Emotional | Berk, Chapter 13 Physical and Cognitive Development in Early Adulthood Berk, Chapter 14 Emotional and Social Development Early Adulthood  
*Reflection/Online Discussion: Initial Post by 9:00 a.m. on 3/20*  
*Reflection/Online Discussion: Response Post due by 9:00 a.m. on 3/27*  
*Early Adulthood Learning Activity due by 9:00 a.m. on 3/30* |
|---|---|---|
| April 3 and week of April 10 | Middle Adulthood • Physical • Cognitive • Moral • Social/Emotional | Berk, Chapter 15 Physical and Cognitive Development in Middle Adulthood Berk, Chapter 16 Emotional and Social Development Middle Adulthood  
*Reflection/Online Discussion: Initial Post by 9:00 a.m. on 4/3*  
*Reflection/Online Discussion Response Post due by 9:00 a.m. on 4/10*  
*Middle Adulthood Learning Activity due by 9:00 a.m. on 4/13* |
| April 17 and week of April 24 | Late Adulthood • Physical • Cognitive • Moral • Social/Emotional | Berk, Chapter 17 Physical and Cognitive Development in Late Adulthood Berk, Chapter 18 Emotional and Social Development Late Adulthood  
*Reflection/Online Discussion Initial Post by 9:00 a.m. on 4/17*  
*Reflection/Online Discussion Response Post Due by 9:00 a.m. on 4/24*  
*Late Adulthood Learning Activity Due by 9:00 a.m. on 4/27* |
| Week of May 8 | | Feedback on research papers provided by the facilitator. |
Final Research Project and Report - 30 points – Due by 9:00 a.m. on 5/1

The requirements are 1) format: APA, 2) length: 12 pages, including in-text references; 3) double-spaced. Please keep the pages of this report at the required length. This may be your initial draft of a possible thesis. Therefore you may want to visit Carroll’s Library classes to review some of the theses and other research conventions to get an idea of what is included in each section of the report. Also review the research strategies in the text.

This final research paper must be related to a topic relevant to the field of teaching and learning across the lifespan or you may expand your research on one of the Learning Activity questions. Remember adding the impact of context and culture surrounding your topic is essential. If your paper is a part of your thesis or capstone, you must make a connection between the topic, teaching and learning or development across the lifespan. Some examples of topics you might choose include:

--sibling rivalry/new siblings
--families and stresses
--parenting skills
--the stages of play
--imagination and creativity
--step families/blended families
--infant mortality
--child care
--single parenting
--moral development (cheating, lying stealing)
--goal setting and achievement motivation
--domestic abuse
--teen pregnancy
--religiosity
--grandparents rearing grandchildren
--caring for aged adults with dementia
--well-being

*Research on the condition of children adolescents and adults in the United States and elsewhere in the world that explores how theory and research have combined with public interest to spark successful inventions is also welcome.

The paper must include the following sections:

- Introduction (5 points)
  Theoretical background information on the topic
  Conceptual underpinning/connections to key theories of human development
  Statement of the problem you wish to study
  Definitions of key terms

- Literature Review of the topic (10 points)
  An overview and analysis of scholarly research related to the selected topic

- Proposed Methodology (5 points)
  What is your research question? How do you plan to systematically study or research this topic? This can just be just a description of what you would do, if you are not engaged in this study now.

- Findings, Conclusions and Implications for Education (10 points)
  Why is this study important to the field of education? What are the implications?
Reflection/Online Discussion (2 points each x 5 = 10 points)
Go to Discussions in eLearning. Critically think and reflect on the question posted for middle childhood; adolescence; early adulthood; middle adulthood, and late adulthood. Post an initial response by Monday at 9:00 a.m., and write a response post by the following Monday at 9:00 a.m. Posts will be graded for both quality and timeliness. Below is a list of questions that will be posted along with due dates:

Middle Childhood – 2 points
What aspects of Piaget’ description of the concrete operational child do you accept? Which do you doubt? Explain, citing research evidence (pp. 299-302).
Initial Post due by 9:00 a.m. on 2/20
Response post due by 9:00 a.m. on 2/27

Adolescence – 2 points
Describe your own experiences in making the transition to middle or junior high school and then to high school. What did you find stressful? What helped you adjust? (pp. 390, 392-393)
Initial Post due by 9:00 a.m. on 3/6
Response post due by 9:00 a.m. on 3/13

Early Adulthood– 2 points
Before reading Chapter 14, had you thought of early adulthood as a period of aging? Why is it important for young adults to be conscious of factors that contribute to biological aging? (pp. 432-434)
Initial Post due by 9:00 a.m. on 3/20
Response post due by 9:00 a.m. on 3/27

Middle Adulthood –2 points
Think of a middle-aged adult whom you admire. Describe the various ways that individual expresses generativity. (pp. 532-535)
Initial Post due by 9:00 a.m. on 4/3
Response post due by 9:00 a.m. on 4/10
Late Adulthood – 2 points

Imagine yourself as an elderly resident in an assisted-living facility. List all the features you would want your living environment to have, explaining how each helps ensure your well-being.

(pp. 618-619)

Initial Post due by 9:00 a.m. on 4/17
Response post due by 9:00 a.m. on 4/24

Learning Activities (10 points each x 6 = 60 points)
Select and address ONE of the learning activities described for each age group below; be sure to include the impact of context and culture surrounding the question or issue:

- early childhood;
- middle childhood;
- adolescence;
- middle adulthood; and
- late adulthood

Write a 150-250 word paper that addresses the topic

Early Childhood Learning Activity due by 9:00 a.m. on 2/16
Select one from the following and write a 250-word paper. Submit online through MyCourses.

1. Evaluating Commercial Toys for Aggressive and Gender-Stereotyped Themes (pp. 274-276)

In the last year and a half, the Target Corporation announced it is going gender neutral with its placement of toys for boys and girls. Visit a local toy department or store and evaluate toys that might encourage violence and gender stereotyping. For example, to what extent do “masculine” toys emphasize violence and high activity and “feminine” toys quiet, home-based, and pro-social pursuits? Are “masculine” toys separated from “feminine” toys? Are gender-stereotyped toys heavily promoted at the front of the store or at the ends of aisles? If Target is your choice, how do you think they are progressing toward the gender neutral goals?

2. Evaluating Gender-Stereotyping in Children’s Cartoons and Storybooks (pp. 274-276)

Watch several children’s cartoons and/or obtain two or three children’s picture and beginning-reader books. Using examples from the cartoons and books, describe how males and females are represented. Are characters portrayed in gender-stereotyped roles? Are males and females equally represented in exciting plot activities? Are the behaviors, attitudes, and characteristics of male and female characters strongly gender stereotyped? Are newer cartoons and books less gender stereotyped? Are newer cartoons and books less gender stereotyped than those from a decade or more ago? Explain.
Middle Childhood Learning Activity due 9:00 a.m. on 3/2
Select one from the following and write a 250-word paper. Submit online through MyCourses.

1. Evaluating a Website About Teasing and Bullying (pp. 341-343)

Visit a websites like, https://www.google.com/search?client=safari&rls=en&q=www.teasing+and+bullying&ie=UTF-8&oe=UTF-8#q=bullying+and+teasing+in+schools or one of your choice, which provides resources and advice to children, parents, and teachers about the consequences of teasing and bullying.
Use the text and further research as a guide, evaluate the website. For example, does the advice to children and adults seem practical? Is the information for children simple and straightforward? Are there any resources for bullies? Is it relevant to what children are experiencing today? Would you recommend this website to friends or family members? Why or why not?

2. Interviewing the Concrete Operational Child (pp. 299-300)

To demonstrate cognitive attainments during the concrete operational stage, interview several school-age children between the ages of 6 and 10 to do the Piagetian tasks of: 1) conservation problems (pp. 299); 2) the class inclusion problem (pp. 299); 3) seriation and transitive inference problems (pp. 399-300); and drawing maps of familiar environments, which illustrates the development of special operations (pp.300). What challenges arose during the activity? Did the children perform as Piaget would have expected? Was their performance consistent with recent theoretical perspectives presented in the text?

3. The Importance of Nutrition and Exercise in Middle Childhood (pp. 291-293, 296-299)

Imagine you have been asked to speak to a group of parents and educators about the importance of nutrition and exercise during middle childhood. List and briefly describe topics you would include in your presentation. For example, what factors contribute to obesity in children? How can parents and schools reduce obesity rates? What are the benefits of physical activity and exercise? How can schools structure physical education so that it appeals to young people of varying skills levels?

Adolescence Learning Activity due 9:00 a.m. on 3/16
Select one from the following and write a 250-word paper. Submit online through MyCourses.

1. Analyzing Letters to the Editor in Your Local Newspaper for Maturity of Moral Reasoning (pp. 407-409)

Letters to the editor in newspapers and magazines often present reasoning on moral issues. For example, immigration, povety, health care, Russia and the election, FBI role in issues, debates on sexual harrasment, racial biases, sterotypes and whether justice was done. Planned
Parenthood and edited videos, sale and medical use of fetus tissue, criminal justice death penalty or other topics often appear in newspapers or magazine letters. Select one or two letters, identify the moral issues raised, and attempt to classify the maturity of moral reasoning expressed in each according to Kohlberg’s stages. What level of moral reasoning is reflected most often in the letters?

2. Critique an Adolescent Magazine (pp. 368-371)

Locate and critique a magazine geared toward adolescents using the following questions: Does the magazine primarily target teenage boys or girls? Is there an advice column in the magazine? If so, does the column provide advice about puberty or sexuality? Is the information consistent with research in the text? What types of images are portrayed in magazines? Are images supportive of healthy development? Why or why not? As a parent, would you encourage your children to read such magazines? Explain.

3. Helping Student Adjust to School Transitions (pp. 390, 392-393)

You have invited to speak at a local school district about school transitions. Educations from elementary schools, middle schools, and high schools will be present for your discussion. What information will you include in your presentation? What should educators know about the effects of school transitions? How can schools help students adjust to school transitions? What educational practices or school characteristics tend to undermine student adjustment following a transition?

Early Adulthood Learning Activity due 9:00 a.m. on 3/30

Select one from the following and write a 250-word paper. Submit online through MyCourses.

1. Interviewing Friends or Relatives About Experiences with Leaving Home (p. 478)

Interview three or four friends or relatives about experiences with leaving home. For example, at what age did the individual leave home? What were the circumstances surrounding the departure (for example, work, college, marriage)? Has the individual returned home since the initial departure? If so, why? Was leaving home a stressful event? Explain. Compare the answers with the text and other research. Did most people leave home in their late teens and early twenties? Did timing of departure vary with the reason for leaving? Did individuals return home at least once after their initial departure?

2. Examining Popular Books on Parenting (pp. 481-485)

Visit a local library or bookstore and examine two popular books on parenting. As you explore the books, respond to the following questions: What parenting topics are available (for example, balancing work and family, changes in roles after the arrival of a new baby, parent education,
single parenthood, divorce)? Is the advice presented in books supported by research in the text? Why or why not?

**Middle Adulthood Learning Activity due 9:00 a.m. on 4/13**

Select one from the following and write a 250-word paper. Submit online through MyCourses.

**Life Stories of Middle-Aged Adults (pp. 535-537)**

1. Interview a middle-aged adult, using the following questions:
   - Tell me about a high point in your life.
   - Tell me about a low point in your life.
   - Tell me about a turning point in your life.
   - What are some important events that occurred in your childhood, adolescence, and adulthood?

   Record the answers and compare them with research in the text. For example, was there evidence of a commitment story? If so, describe. When did the turning point occur? Is this consistent with the midlife transition? Were life experiences generally positive or negative? Based on the answers, would you describe this person as generative? Why or why not?

2. Exploring Meaning of Grandparenthood (pp. 545-549)

   Pose the following question to a grandparent or to a friend’s grandparent: What does it mean to be a grandparent? Record responses; did the responses reflect gratifications listed on page 546 of the text? Did any responses reflect negative stereotypes of aging (for example, being a grandparent means you’re old)? How might lifetime experiences contribute to perceptions of grandparenthood?

**Late Adulthood Learning Activity due 9:00 a.m. on 4/27**

Select one from the following and write a 250-word paper. Submit online through MyCourses.

1. Compensating for Age-Related Declines in the Five Senses (pp. 567-570)

   Review age-related declines in each of the five senses: vision, hearing, taste, smell, and touch. Next, list environmental modifications that can help compensate for these declines. Examples include “talking books and magazines written in large print, closed-caption television, and telephones that light up as well as ring.”

2. Discovering Opportunities for Lifelong Learning in Your Community (pp. 597-599)

   Gather information about lifelong learning in your community. Elderhostel programs, college courses designed for older adults, travel groups, book discussions at public libraries, exercise classes for elders, and field trips offered by community centers are just a handful of programs available in many communities. These programs often have brochures, flyers, or course descriptions available that describe the content of the activities. Local newspapers and newsletters published for older adults are also a good source of information about community events.
Grading Scale
93 - 100=A
88 - 92=AB
83 - 87=B
78 - 82=BC
70 - 77=C
62 - 69=D

LATE ASSIGNMENTS
Assignments submitted any time after the due date will receive 0 POINTS. There are no “assignment redos” or extra credit possibilities.

POLICY STATEMENTS

ACCOMMODATIONS FOR DISABILITIES
Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the Coordinator.

MODIFICATIONS TO THE SYLLABUS
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program requires.

STATEMENT ON ACADEMIC INTEGRITY
The Carroll University Academic Integrity Policy is located in the student handbook – http://www.carrollu.edu/campuslife/shstudentthb.asp?nav=5769. Please familiarize yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any questions about appropriate citations, please ask. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course.