

Fall 1999  
Dr. Charlotte Clark

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Off. Hrs: Thurs. 3-4 Or Appt.

## **LIFE SPAN HUMAN DEVELOPMENT AND BEHAVIOR**

EDP 600-001 & FAM 654-001

### **TEXT:**

Berk, L. (1998). Development through the life span. Boston: Allyn and Bacon.

### **REQUIRED READINGS:**

A packet of required readings, and objectives for the text and readings, is available from Johnny Print on Limestone.

### **COURSE DESCRIPTION:**

The development of the individual is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through the intricate changes of growth and aging. The study of the life span is also intriguing because each of us, and everyone we care about, is constantly developing. This course, therefore, includes both scientific discoveries and personal insights.

### **COURSE OBJECTIVES:**

At the end of the semester, you should be able to:

1. Describe the life span as an ongoing developmental process, or set of processes, involving both continuity and change, by giving examples from the literature, including physical, social, cognitive and personality development across cultures;
2. Analyze different developmental events from the perspectives of the theories of development, and recognize those theories when used by others to analyze events;
3. Understand how research contributes to the understanding of development; to evaluate and use research findings to investigate a topic of interest to you;
4. Recall important developmental concepts, and be able to recognize and apply these concepts in various situations;
5. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions.

## **COURSE ACTIVITIES**

**Exams:** Four exams (worth **25 pts. each**) will be given during the course. Exams will be given during the first hour of class, and class will resume during the second hour. The text and readings cover quite a bit of material, consequently, it is imperative that you keep up with the reading for each class period. If you cannot be present for an exam you must notify me in advance and have a legitimate excuse as noted in the Student Handbook used throughout the university. The final exam (Dec. 16 at 3:30) is not comprehensive. It covers only Chapters 15 - 19.

**Daily Class Assignments:** There is an assignment due for selected class dates. Each assignment must be completed and turned in on its due date. We will use these assignments as part of group and class discussion. Each assignment is worth 7 1/2 points. Total points=**60**.

**Presentations:** You will be asked to make a group presentation or report during the term. The group should consist of no more than 4 people, and the report should take about 30 minutes, but no longer per group than that. Your group report will cover a topic that is **related but not identical** to something in the required readings for the course. (Some suggestions are attached after the Class Schedule.) Each of you will need to practice and time yourself beforehand. This report will be scheduled by me after your group selects its topic. Information and data for your report should come from the **research literature** not from magazines, newspapers, etc. Materials should be familiar enough to the presenter that she or he will not have to read the information. **One week before your presentation you will give me a group abstract of the report (2 to 5 pages), a group outline, and a group reference list of articles used in each part of the group report.** Attached to the back of the syllabus is the sheet I will use for grading your report. You will fill in your topic, name, and group members, and give the sheet to the professor the day of your report. This presentation is worth **30 pts.** Notice that the Group grade involves quality of each member's material. **Keep track of each other!**

**Class Participation:** Class participation consists of answering questions, discussions, and active participation in group work. Total points=**10**.

**Attendance:** **Class attendance is mandatory.** You may have 2 unquestioned absences. After that, **two points will be deducted** for each unexcused absence. Acceptable excuses are those listed in the Student Handbook used throughout the University. If you leave after the break, I will deduct **one** point.

## Daily Class Assignments and Class Participation

**These will be shared with groups and the class each date they appear below and will be turned in for credit to the professor.**

- Sept. 2 List **your** specific physical characteristics that you notice in your parents or grandparents or other relatives. Bring photos if you have any.
- State each characteristic (e.g., I have my mother's eyes, mouth, nose; or I walk exactly the same way my grandfather does or did; my ears look more like my aunt Gracie's than any other family member; my hair is just like my father's....dark brown and very curly, etc.). List as many as you can, and list those characteristics that seem to you to have no relationship to your family. After each characteristic, state whether you think it is homozygous or heterozygous. If it is heterozygous, is it from a dominant or recessive gene (you may not be able to guess about this). Do you have any personality characteristics that you think are genetic? List those and the family member they resemble. **Please type your assignment.**
- Sept. 16 Find a journal, newspaper, magazine or Internet article of interest to you that illustrates a pertinent topic covered in the readings for today. State the topic and write a 1- to 2- page typed description or explanation of how the article relates to the topic. Attach the article to your paper.
- Sept. 30 Search the Internet for the latest information on brain development research and how it is being used. Type a 1-page overview of your findings and cite your sources.
- Oct. 7 Bring in examples of children's handwriting and drawings. Do not include the age of the child. We will guess something about your subjects when we see what you bring.
- or
- Prepare a 1-page typed paper arguing either for or against grade retention in elementary school. What are some of the ramifications of retention or non-retention? Look at the research literature.
- Oct. 28 Write a 1-to 2-page typed account of how your experiences as a sibling (or an only child) affected your development from ages 4-15. State the

composition of your family and your birth order if you have siblings.

- Nov 11 How exactly do the **attitudes about relationships** differ between men and women? You may use research articles, popular magazines or the Internet. Compile your findings in a one-page, typed paper. Include your sources.
- Dec. 2 Interview two older married couples and asked them to tell you the story of how they met. Write as much information as you can. Include how old they were, when, where, and how they met and when they decided to marry. Also include how long they have been married, if they have children and how many.
- Dec. 9 Using the research literature, compare attitudes about death commonly held by people in the U.S to those attitudes held by people in other cultures/countries. How are funeral practices different? Write a one- to two-page typed paper citing various practices that you found. Include references.

Clark  
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**EDP 600-001/FAM 654-001**  
CLASS SCHEDULE

Thursday 4 - 6:30

DATE	TOPIC	READINGS		
		Text	Packet	DUE
Aug . 26	Introduction			
Sept. 2	History, Theory, and Research Strategies Biological / Environmental Foundations	CH 1 CH 2	Nature&Es Clone	X
9	Prenatal Development, Birth, & the Newborn Physical Dev. in Infancy & Toddlerhd	CH 3 CH 4		
16	Cognitive Dev. in Infancy & Toddlerhood	CH 5	Fertile Minds	X
23	EXAM, Emotional & Social Development		CH 6	
30	Phys. & Cog. Dev. in Early Childhd.	CH 7	Changing Demographics:	X
Oct. 7 X	Emotional & Social Dev. in Early Childhd. Physical & Cognitive Dev. in Middle Childhd.	CH 8 CH 9	Factors Influencing Educational Motivation	
14	EXAM, Emot. & Social Dev. Mid. Childhd.		CH 10	Bullying in School
21	Physical & Cognitive Dev. in Adolescence		CH 11	
28 X	Emotional & Social Dev. in Adolescence		CH 12	Kids Growing up Scared
Nov. 4	Physical & Cognitive Dev. in Early Adulthood		CH 13	
11 X	Emotional & Social Dev. in Early Adulthood	CH 14		War Against Women
18	EXAM, Physical & Cog. Dev. in Mid. Adult.	CH 15		
	THANKSGIVING			
Dec. 2	Emotional & Social Dev. in Mid. Adulthood	CH 16	Keeping Brain Sharp...	X

		Physical and Cog. Dev. in Late Adulthood	CH 17	
9		Emotional & Social Dev. in Late Adulthood	CH 18	Portrayal of Persons in TV
X		Death, Dying, and Bereavement	CH 19	

Thurs. Dec. 16, 1999, 3:30----**FINAL EXAM**

**Grading:**

180 - 200	A	Group Presentation (30 pts.)_____	Exam 1____
160 - 179	B	Class Assignments (8 @ 7 1/2 pts. ea.)_____,	Exam 2____
140 - 159	C	_____, _____, _____, _____, _____, _____, _____,	Exam 3____
		Class Participation (10 pts.)_____	Exam 4____

**Possible Topics for Group Presentations**

- Should 4-year-olds receive formal schooling?
- Gender Differences in Preschoolers Play and Thinking
- Child Abuse in Other Countries--Does it Differ Than in the U.S.?
- Resilient Children - How Do They Manage to Be Optimistic?
- Early Moral Development---Who Should Do It?
- Children with Disabilities and Inclusion in Regular Classrooms
- Sleep Needs and Sleep Practices During Adolescence
- Sex Education in Other Countries
- The Pros and Cons of Teenage Students Working
- Is ADHD a Problem or Simply a Different Cognitive or Personality Style?
- Stressors in Adolescence
- Fatherhood in Cross-Cultural Perspective
- Alternative Lifestyles
- When Does Adolescence End?
- IQ and Race ---Myth and Facts

Battered Women and Men

Is Divorce Too Easy?

The Stalker--What Drives This Person?

Job Burnout

Generation Gaps ---Fact or Fiction

Alternative Living Arrangements for the Elderly

Medical Advances for the Elderly

Ageism in American Society - What are the Reasons for it?

Nursing Homes - A Blight on our Present Society--What are Reasonable Alternatives?

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PRESENTATION GRADE SHEET

**TOPIC** \_\_\_\_\_

Group Members:

\_\_\_\_\_ **(Presenter)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Group Grade**

Equal Involvement of all Group Members (2) \_\_\_\_\_

Overall Quality of Material Presented (3) \_\_\_\_\_

Quality of Two-to-Five-Page Abstract (4) \_\_\_\_\_

Reference List (3) \_\_\_\_\_

Outline for Class to Follow (3) \_\_\_\_\_

**Individual Grade**

Interesting Presentation (8)\_\_\_\_\_

Knowledge of Materials (Didn't read) (4)\_\_\_\_\_

Finished on Time (3)\_\_\_\_\_

**Total (30)**\_\_\_\_\_