

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Lifespan Development
Course Number	506
Term	Fall 2006
Department	CPSY
Faculty Name	Ruth Gonzalez

Catalogue Description (*copy from current catalogue*): Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process. **Prerequisite:** None.
Credit: 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 1 of this syllabus (student performance includes goals, evidence, and levels of performance).

Course Goals and Objectives:

A. We will compare, evaluate, and study the interactions of the main theories of life span development, including those theories of social, cultural, cognitive, emotional, biological, learning, and moral growth.

B. We will integrate these theories and their interactions with practical application in understanding oneself and others. As we are involved in our own growth processes, we will share some personal aspects of development in class and develop a habit of self-reflection.

Course Assumptions:

- A. Development occurs throughout the lifespan.
- B. Individuals show both continuity and change.
- C. People are complex and multidimensional.
- D. People are active agents in their own development.
- E. That which is most personal is most universal.

Course Concepts:

- A. Nature/Nurture/Interaction
- B. Continuity/Change
- C. Differentiation / Integration
- D. Universal/Cultural influence
- E. Intrapersonal/Interpersonal
- F. Application to Assessment and Intervention

Course Requirements, Evaluation, and Assessment:

Weekly notes/outlines on *Theories of Development* chapters, due the first 5 minutes of class;
60 points (5 points per week)

Theorist/Topic presentation, due Sept. 19-Nov. 21, agree with instructor on topic by Sept. 26;
35 points.

Life Story-self with theoretical perspective, edited draft due Sept. 26, final copy due Nov. 7;
35 points

Life Story-other with theoretical perspective, questions due Oct. 10,
edited draft due Oct. 24, final copy due Nov. 14;
35 points

Integration paper – edited draft due Oct. 31, final copy due Nov. 28;
35 points (25 points maximum for two theorists; 35 maximum for 3 theorists)

Criteria and examples for papers/presentations will be distributed in class.

200-180 points: A

179-160 points: B

159 points and below: no credit

Textbooks:

Crain, W. (2005). *Theories of Development: Concepts and Applications, Fifth Edition*.
Pearson/Prentice Hall, NJ.

Atkinson, R. (1998). *The Life Story Interview*. Sage Publications, CA.

Course Calendar:

<u>Date</u>	<u>Theorists/Topics</u>	<u>Due</u>
Sept. 5	Overview of course, Introductions, Assumptions Pyramid as Analogy; Life Story Concepts Overall Course Concepts	--
Sept. 12	Theorists: Preformationists, Locke, Rosseau, Werner Topic: Life Story and Presentation Details	Chapters 1, 5
Sept. 19	Theorist: Gessell, Ethologists Topic: Biological Development/Brain Development	Ch. 2, 3
Sept. 26	Theorist: Montessori Topic: Standards/Accountability Movement in Education	Ch. 4, Epilogue
Oct. 3	Theorist: Piaget, Schachtel Topic: Autism/Special and Regular Education	Ch. 6, 14, 15
Oct. 10	Theorist: Freud Topic: Abuse	Ch. 11
Oct. 17	Theorist: Erikson Topic: Transitions	Ch.12
Oct. 24	Theorist: Bandura Topic: Families/Parenting	Ch. 9
Oct. 31	Theorist: Vygotsky Topic: Divorce	Ch. 10
Nov. 7	Theorist: Pavlov, Watson, Skinner Topic: Technology	Ch. 8
Nov. 14	Theorist: Mahler, Jung Topic: Resilience	Ch. 13, 16
Nov. 21	Theorist: Chomsky Topic: Life Stories	Ch. 17
Nov. 28	Theorist: Kohlberg Life Stories	Ch. 7
Dec. 5	Life Stories Evaluation	

Examples of other pertinent topics: Motivation
Spiritual Formation Discrimination

Careers/Jobs
Drug/Alcohol/Abuse

Poverty

Gender Community Systems
Violence/Abuse/Bullying

Ethnicity/Culture