

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	CPSY 506
Term	Spring 2009
Department	Counseling Psychology
Faculty Name	Roberta Deppe

Catalogue Description: 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.

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 and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

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

Class Meets: 5:30-8:45 p.m., Wednesdays 1/14- 4/22
South Campus Conference Center, Room 101

Instructor: Roberta K. Deppe, M.A., Ph.D.
deppe@lclark.edu
Meetings by appointment

Required Text: Crain, W. (2005). *Theories of Development: Concepts and Applications*.
Fifth Edition, Prentice Hall, N.J.

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Course Goals: Articulate main points of influential developmental theories. Deepen understanding of the applications, strengths and limitations of different developmental theories. Deepen appreciation for the complexity of intellectual and human service endeavors and for the complexity of individuals, families, organizations and larger cultural groups. Cultivate skill in participation in discussion and in interaction with colleagues. Cultivate awareness and skill in interacting with people about whom you are curious.

Course Requirements and Evaluation:

Reading journal entries: After completing the reading assignment for the week, each student will write a reading journal entry. In this one to two page (word-processed, double-spaced) entry, respond to the following prompts: What are the main points/themes of the reading? What key terms/constructs are important to remember in the long term? What applications of the theory come to mind from your own experience? How did the original source or application reading differ from or expand the textbook reading? What questions do you want to bring with you to class? Bring your printed reading journal entry to class to be turned in after discussion of the material. Each reading journal entry is worth a possible 10 points. (110 points, total)

Attendance and active participation in discussion: The departmental policy on attendance is that a student who misses one class meeting must make up the work for that class and that a student who misses two class meetings may not pass the class. Active participation in class discussion and interviews of guests is required. We will discuss what active participation “looks like” in class. Students who do not participate in class in positive ways will lose points from the reading journal assignment relevant to that class session and your instructor will work with you to clarify expectations about class participation.

Quizzes: Students will complete three twenty-question multiple point quizzes during the term. The quizzes are designed to give students the opportunity to practice answering questions about terms and main points from the readings in a multiple-choice format. Each quiz is worth a possible 20 points. (60 points, total)

Theory presentations: Each student will prepare a 10 minute presentation for the class about a major theorist in developmental psychology. Student presentations should be accompanied by a PowerPoint presentation and/or a short handout. The class will use the student’s presentation and their own discussion questions as a starting point for discussion. Theory presentations are worth a possible 30 points.

Life story interview: Each student will conduct a Life Story Interview with an elder and present this life story in class and in a paper. Further description of this assignment will be provided in a separate handout and in class. One essential element of the assignment is to tell the life story and then to analyze it from the perspective of one or two developmental theories. Before conducting the interview, please contact your instructor for approval of your choice of interviewee. The Life Story Presentation is worth 30 points and the paper is worth 70.

Final course grades will be based on the following point totals:

- A = 279-300
- A- = 270-278
- B+ = 261-269
- B = 249-260
- B- = 240-248
- C+ = 234-239
- C = 219-233
- C- = 210-218
- D+ = 204 -209
- D = 180 -203
- F= 179 and below

On-line resources: Our class has an online presence via Moodle. You can log in at <https://moodle.lclark.edu/login/index.php> We will decide in class what we want to use it for, other than as a place to post the syllabus, assignment descriptions and links to readings.

Course Calendar

Date	Topic	Due
January 14	Introduction to Course and to Theories of Development	-----
January 21	Preformationists, Locke, Rousseau Gesell	Crain Chapters 1 and 2 Life Story Interview website Reading posted on Moodle
January 28	Montessori and Werner	Crain Chapters 4 and 5 Reading posted on Moodle
February 4	Piaget and Vygotsky	Crain Chapters 6 and 10 Reading Posted on Moodle
February 11	First Quiz Ethological Theories and Attachment	Crain Chapter 3 Reading posted on Moodle
February 18	Learning and Social Learning Theories	Crain Ch 8 and 9 Reading posted on Moodle
February 25	Kolberg and Gilligan	Crain Ch 7 Reading posted on Moodle
March 4	Erikson and Mahler	Crain Chapter 12 and 13 Reading posted on Moodle
March 11	Second Quiz Freud and Neo Freudians	Crain Chapter 11 Reading posted on Moodle
March 18	Jung and Humanistic Psychology	Crain Chapter 16 and 18 Reading posted on Moodle
March 25	Spring Break No class meeting	-----
April 1	Chomsky Family Life Cycle	Crain, Chapter 17 Reading Posted on Moodle
April 8	Cross Cultural Approaches and Attempts to Describe Perspective and Privilege Life Story Presentations	Reading Posted on Moodle Life Story Papers Due for Presenters
April 15	Third Quiz Life Story Presentations	Life Story Papers Due for Presenters

April 22	Life Story Presentations	Life Story Papers Due for Presenters
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