

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

Course Name	Life Span Development CPSY 506-03
Term	Fall, 2007
Class	Meets Thursdays 5:30 to 8:45 Rogers Hall, Room 106
Faculty Name	Ruth Gonzalez, PhD, NCSP 503-768-6068 Gonzalez@lclark.edu Rogers Hall #331

Course Description:

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

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 Interactions
- B. Continuity/Change
- C. Differentiation/Integration
- D. Universal and Cultural Influences
- E. Intrapersonal/Interpersonal Growth
- F. Application to Assessment and Interventions

Course Textbooks:

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

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

Course Calendar:

<u>Date</u>	<u>Theorists/Topics</u>	<u>Due</u>
Sept. 6	Overview of course, Introductions, Assumptions Pyramid as Analogy; Life Story Concepts Overall Course Concepts	--
Sept. 13	Theorists: Preformationists, Locke, Rosseau, Werner Topic: Life Story and Presentation Details	Chapters 1, 5
Sept. 20	Theorist: Gessell, Ethologists Topic: Biological Development/Brain Development	Ch. 2, 3
Sept. 27	Theorist: Montessori Topic: Standards/Accountability Movement in Education	Ch. 4, Epilogue
Oct. 4	Theorist: Piaget, Schachtel Topic: Autism/Special and Regular Education	Ch. 6, 14, 15
Oct. 11	Theorist: Freud Topic: Abuse	Ch. 11
Oct. 18	Midterm Exam Theorist: Erikson Topic: Transitions	Ch.12
Oct. 25	Theorist: Bandura Topic: Families/Parenting	Ch. 9
Nov. 1	Theorist: Vygotsky Topic: Divorce	Ch. 10
Nov. 8	Theorist: Pavlov, Watson, Skinner Topic: Technology	Ch. 8
Nov. 15	Theorist: Mahler, Jung Topic: Resilience	Ch. 13, 16
Nov. 22	Thanksgiving	
Nov. 29	Theorist: Chomsky Life Stories	Ch. 17
Dec. 6	Theorist: Kohlberg Life Stories	Ch. 7
Dec. 13	Life Stories Final Exam; Course Evaluation	

Course Requirements:

- I. Weekly outlines/notes of readings.
- II. Presentations:
 - A. Theorist or topic
 - B. Life Span Story (self or other)
 - C. For A-level students: Life Span issue with video clips and commentary.
- III. Papers
 - A. Child: Observations of a child, ties to one theorist and one life-span topic; predictions
 - B. Integration Paper
- IV. Exams:
 - A. Midterm
 - B. Final

Attendance and participation in class discussions is vital in order to gain the most from the class. Department policy is that one class session may be missed for any reason; makeup work is required. If a second class is missed, the student may not be allowed to pass the class.

Evaluation and Assessment:

Weekly notes: due weekly at beginning of class

Presentations: set up due dates with instructor by Sept. 20

- 1. Theorist/Topic: 15 points
- 2. Life Span Story: 15 points
- 3. A-levels: 10 points

Papers:

- 1. Child: Due: 10 points
- 2. Integration: Due: 20 points

Exams: Both exams will be open-note but not open-book.

- 1. Midterm- 10 points
- 2. Final (comprehensive)- 20 points

A= 90-100 points; B=80-89 points; below 80 points is not a passing grade.

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Course Name	<u>Life Span Development</u>
Course Number	<u>CPSY 506-03</u>
Term	<u>Fall, 2007 and Spring, 2008</u>
Department	<u>Counseling Psychology/ School Psychology</u>
Faculty Name	<u>Ruth Gonzalez, PhD; NCSP Rogers Hall #331 768-6068; 636-1767 Office Hours: Mondays 1:00-4:00</u>

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 lifespan. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process. Credit: 3 semester hours.

Guiding Principles/Standards Addressed in 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.	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 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), Elementary (3 rd through 8 th grades), Middle (5 th through 9 th grades), and High School (7 th through 12 th grades).	R, P
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