Description of the Course: PRE 705 Human Growth and Development is a graduate level course that is a part of the core curriculum in the graduate school at the University of Kansas. This course covers major developmental issues in physical, cognitive, and social/emotional from infancy, toddlerhood, early childhood, childhood, middle childhood, adolescence, early adulthood, middle adulthood and late adulthood. The course is designed to help the student think through “issues” in development to be a critical thinker. The course has an international and cross-cultural component that will help students see the relevance of the content in a multicultural society.

Purpose of the Course: The purpose of the course is to help students in education and related fields of study to see how knowledge of developmental issues could help them to be a more informed, developmentally sensitive professional in education, counseling psychology or any other field of endeavor they may enter that involves human interaction.

Internationalization of PRE 705 Human Growth and Development Across the Lifespan: One of the main goals of this course is to provide an international/ crosscultural perspective on Human Growth and Development

Conceptual Framework of the School of Education

The primary mission of the School of Education is to prepare leaders in education, and human service fields.

As stated in the School Code:

Within the university the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.
The components that frame this mission for our initial and advanced programs are Research and Best Practice, Conceptual Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Kansas State Department of Education Standards met by PRE 705

GENERAL EDUCATION

Standard #1 The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Knowledge
1. The educator understands the acquisition and development of language and is able to utilize and to analyze written and oral expression according to contemporary standards.
2. The educator understands how non-print and non-verbal communication relates to all types of communication.
3. The educator recognizes how gender, cultural, regional, and social differences affect language.
4. The educator understands the techniques of persuasion and how techniques of communication can influence human action and thinking.

Performance
1. The educator demonstrates sensitivity to cultural differences.
2. The educator demonstrates skill in written expression.
3. The educator models effective oral communication techniques by expressing ideas fluently, asking questions, and responding appropriately.
4. The educator demonstrates critical thinking skills including analysis, synthesis, and evaluation in all forms of communication.
5. The educator practices effective listening techniques.
6. The educator practices effective viewing techniques including understanding information, critiquing, and evaluating a message, and appreciating a performance.

Standard #2 The educator demonstrates an understanding of world cultures.

Knowledge
1. The educator understands the major concepts in the study of world cultures and civilizations and has an awareness of persistent contemporary and emerging issues as they affect cultures and civilizations.
2. The educator understands the major concepts of the humanities and the behavioral and social sciences.
3. The educator acquires multiple perspectives in viewing various world cultures.

Performance
1. The educator uses various theories of the behavioral and social sciences.
2. The educator identifies and describes the factors that contribute to cooperation and factors that cause disputes within and among cultures and civilizations.
3. The educator integrates the arts and humanities as a means of understanding the world’s culture.
4. The educator knows how various processes of inquiry are used in the sciences to gather and interpret information.
5. The educator understands that humans are an active part of the world of science, including biology, earth and space and physical science.

Performance
1. The educator effectively uses the processes of scientific inquiry including appropriate mathematical and computer skills to learn about the subject and carry out scientific investigations.
2. The educator demonstrates an understanding of various ways that the natural world is interconnected.
3. The educator describes how sciences are related to other disciplines.

Standard #5 The educator understands the importance of physical, emotional, and social well-being.

Knowledge
1. The educator knows the ways to develop and maintain healthy lifestyles.
2. The educator understands developmental theories relative to physical, emotional, and social well-being.
3. The educator understands how personal interests, capabilities, and perceptions contribute to life and personal choices.

**Performance**
1. The educator cultivates personal interests and activities which contribute to personal well-being.
2. The educator encourages practices that support physical, emotional, and social well-being.

## PROFESSIONAL EDUCATION

**Standard #1** The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

**Knowledge**
1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

**Performance**
1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
4. The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.

**Standard #2** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

**Knowledge**
1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

**Performance**
1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Standard #3** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**Knowledge**
1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

**Performance**

1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.
8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

**Standard #4** The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

**Knowledge**

1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

**Performance**

1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.
Standard #5  The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The educator understands how social groups function and influence people and how people influence groups.
3. The educator knows how to help students work productively and cooperatively in complex social settings.
4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
5. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
6. The educator understands crisis intervention strategies.

Performance
1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.
3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
4. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
8. The educator can participate in the implementation of crisis intervention strategies.

Standard #6  The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge
1. The educator understands communication theory, language development, and the role of language in learning.
2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
3. The educator recognizes the importance of non-verbal as well as verbal communication.
4. The educator knows about and can use effective verbal and non-verbal communication techniques.

Performance
1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
2. The educator develops learner expressions in speaking, writing, and other media.
3. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)
4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and
verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

**Standard #7** The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

**Knowledge**
1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
3. The educator understands methods for teaching reading.
4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

**Performance**
1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
2. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
5. The educator uses data from building, district, state, and national assessments to guide program development.

**Standard #8** The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

**Knowledge**
1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

**Performance**
1. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.
2. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
6. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

**Standard #9** The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community),
actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

**Knowledge**
1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.
2. The educator is aware of major areas of research on teaching and of resources available for professional learning.
3. The educator understands the school improvement process (QPA) in Kansas schools.

**Performance**
1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

**Standard #10** The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

**Knowledge**
1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
2. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

**Performance**
1. The educator participates in collegial activities designed to make the entire school a productive learning environment.
2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
3. The educator identifies and uses community resources to foster learning for all students.
4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

**Standard #11** The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

**Knowledge**
1. The educator has depth of knowledge in his or her subject matter.
2. The educator understands the importance of integrating knowledge from a discipline across and within other fields.
3. The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.
4. The educator understands the relationships among and between various subject matter fields.

**Performance**
1. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.
2. The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.
3. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.
4. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.
1. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
2. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Knowledge
1. The educator understands how and why the American system of education developed.
2. The educator has critical awareness of the norms and values inherent in the American system of education.
3. The educator understands how social forces have shaped and continue to shape American education.
4. The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
5. The educator understands how educational policy is formulated and how it affects classroom practices.
6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

Performance
1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
3. The educator supports policies and practices that promote student welfare and development.
   The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Goals and Objectives of the Course:

Goal 1: To learn about how development is studied
Objective 1: Students will understand the research methods used in developmental research

Goal 2: To know the factors that contribute to prenatal development
Objective 1: Students will be able to identify the major stages in prenatal development and the factors that can affect that development

Goal 3: To understand the social development of infants, toddlers, preschoolers, school-agers, adolescents, adults and elderly
Objective 1: Students will understand how development is affected by heredity and environmental factors in the home, school and community

Goal 4: To know the major factors that can affect the physical development of infants, toddlers, preschoolers, school-agers, adolescents, adults and elderly
Objective 1: Students will understand how physical development is affected across the lifespan by prenatal, perinatal, postnatal and environmental factors
Goal 5: To understand the factors contributing to the development of language and cognition across the lifespan
Objective 1: Students will understand the developmental interaction between language and cognition across the lifespan and their influence on academic achievement

Goal 6: To understand the factors contributing to the social-emotional development and personality across the lifespan
Objective 1: Students will recognize how friends and social support systems influence social and emotional development in middle childhood
Objective 2: Students will understand how temperament affects personality and a sense of self in a cultural context

Goal 7: To apply principles of development to issues of gender and sexuality across the lifespan
Objective 1: Students will recognize factors contributing to gender socialization across the lifespan

Goal 8: To recognize the impact of parents and families on development across the lifespan
Objective 1: To understand the developmental factors related to the influence of family, peers and parenting styles across generations

Goal 9: To recognize the major developmental issues related to physical health, mental health, aging, attitudes toward death and dying and cultural issues related to chronic health problems
Objective 1: Students will be able to recognize how home, family, employment, aging and parenting affect social and emotional development across the lifespan

Goal 10: To recognize the major debates in developmental psychology across the lifespan
Objective: The student will be able to argue both sides of a developmental issue and to take a position based upon logic and research

Goal 11: To take an independent position on a developmental issue related to your field
Objective 1: The student(s) will make a coherent presentation to the class at large on a topic related to the readings for the day

Goal 12: To understand some of the major multicultural issues in developmental psychology
Objective 1: Students will be able to articulate some of the major crosscultural and multicultural issues in developmental psychology and show the commonalities and differences across cultures based upon theory and research
Goal 13: To develop class leadership and group facilitation skills
Objective: Students will have the opportunity to facilitate a group discussion on a relevant topic for the day

Class Policies
1. Show up to class on time
2. Stay for the entire class
3. Turn off all beeping devices including cell phones
4. Turn in class assignments on time
5. Type all work products
6. Provide the instructor with a hard copy of all work assignments; no electronic products accepted
7. Attend all classes
8. Participate in class discussions
9. Be polite
10. Cooperate in group activities

PRE 705 Human Growth and Development Through The Lifespan
Harrington
Readings:

Required:
ISBN: 9780205841745

I chose this as our main text since the book is presented in a chronological within topics approach, covering the entire lifespan. This text focuses on cultural similarities and differences in human development throughout the world while emphasizing links among theory, research and practical applications. Combining the latest research and vignettes, stories, and personal experiences in a scholarly, yet engaging conversational writing style, the authors add humor and a sense of the individual to the student of human development.

ISBN: 9780078050923

I chose this text as our supplement but required text since it represents a large set of “hot topics” that are current in the world of human development. These readings get to the “issues” in human growth and development that often a text overlooks but that make a course interesting and personal.
ISBA: 9780078049958

I chose this text since it is a wonderful that presents controversial issues in life span development in a debate format. What I would like to do is use this book as a catalyst for debates about important in human development in our class.

**Course Requirements:**
Grading:

- **Class Attendance** (Note: One absence allowed then points deducted from final grade for each unexcused additional missed class: 5%)
- **Participation** in class discussions and Q and A: 5%
  (Participation means that the student makes cogent remarks that show knowledge of class readings and discussions)
- **Individual Presentation of Annual Editions Article:** 15%
- **Discussion Co-Leadership on Taking Sides:** 15%
- **Child, Adolescent, Adult, Parent or Family Interview/Observation:** 15%
- **Movie Analysis or Developmental Research Study Proposal:** 15%
- **Personal Paper on the Implications of and Applications of a Developmental Perspective in your Professional Career and Personal Development:** 15%
- **2 Quizzes/Reflections:** 15%

**Total Points:** 100

**Class Format and Instructional Style:** Presentation/discussion/remarks regarding topics in Gardiner and Kosmitzki will will start the class followed by Student Facilitated Class Discussion on relevant controversial issues and discussion topics and finally there will be individual presentations about relevant topics in Annual Editions presented by groups of individuals. Various instructional approaches will be used in the class including expository teaching, discussion, small group engagement, videos, surveys, among other creative approaches (watch for them!)

**Please Note:** Not every class proceeds in exactly the same manner. I have tried my best to make sure that we have enough class time to cover all course topics but in some circumstances great class discussion may require us to have to rearrange our course schedule. If that is the case, I will let you know.
# PRE 705 Human Growth and Development Across the Lifespan
## Harrington  Spring 2012

## Course Syllabus

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Jan 17</td>
<td>Welcome and Introductions</td>
<td>None</td>
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<tr>
<td></td>
<td>Themes of the course</td>
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<tr>
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<td>Introduction to the Syllabus</td>
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<td>Introductions of Students</td>
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<td>Development of Cohort Groups</td>
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<td>Discussion of Journals/ Portfolios</td>
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<td>Description of Class Discussion/ Debates</td>
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<td>Issues in the Development of Classroom Learning Community</td>
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<td>Jan 24</td>
<td>Understanding the Concept of A Cross Cultural Perspective on Human Development Across the Lifespan</td>
<td>Ch 1 G and K</td>
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<td># 2 Seeking Genetic Fate</td>
<td># 20 Engaging Young Children in Conversation about Race and Social Class</td>
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<td># 20 Engaging Young Children in Conversation about Race and Social Class</td>
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<td>Jan 31</td>
<td>Introduction to Developmental Research Strategies/ and Biological and Environmental Foundations of Development</td>
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<td>#5 SIDS</td>
<td>#6 Vaccination Nation</td>
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<td><strong>Taking Sides:</strong> Does the Cultural Environment influence lifespan development more than our genes?</td>
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<td>Feb 7</td>
<td>Social Influences Across the Lifespan</td>
<td># 7 How to help your toddler begin developing empathy</td>
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<td>#8 Skills kids need before they read</td>
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<td><strong>Taking Sides:</strong> Are peers more important than parents during the process of development?</td>
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<td><strong>Taking Sides:</strong> Is religion a pure good in facilitating well-being during adulthood?</td>
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<td>Date</td>
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<td>Chapter and Edition</td>
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<td>Feb 14</td>
<td>Factors Contributing to Physical Growth and Development Across the Lifespan</td>
<td>Ch 4, G and K (4th Edition)</td>
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<td>Feb 28</td>
<td>The Relationship Between Development of Language and Cognition in Human Development and Their Impact on School Achievement</td>
<td>Ch 5, G and K</td>
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<td>Mar 6</td>
<td>Topics Continued</td>
<td>Ch 6, G and K</td>
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<td>Mar 13</td>
<td>How Personality and a Sense of Self Develop</td>
<td>Ch 6, G and K</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Taking Sides:</td>
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<td>Mar 27</td>
<td>How Personality and a Sense of Self Develop as We Age (Continued)</td>
<td>Is advertising responsible for childhood obesity?</td>
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<td>Apr 3</td>
<td>Sex Roles, Gender Identity And Interpersonal Relationships</td>
<td>Is ADHD a legitimate medical condition that affects childhood behavior?</td>
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<td>Ch 8, G and K</td>
<td>Should contemporary adolescents be engaged in more structured activities?</td>
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<td>Apr 10</td>
<td>Attachments, Peer Relationships And Family Ties</td>
<td>Is there a narcissism epidemic among contemporary young adults?</td>
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<td>Apr 17</td>
<td>Attachments, Peer Relationships And Family Ties (Continued)</td>
<td>Are college graduates unprepared for adulthood and the world of work?</td>
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#26 Finding a job in the 21st Century
#27 How to ace your freshman year in the workplace
#28 Heartbreak and home runs

#29 All joy and no fun: Why parents hate parenting
#30 Tearing: Breakthrough in human emotional signaling

#31 Good morning heartache
#32 The new survivors

#33 Healthy aging in later life
#34 More good news
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Chapter</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Apr 24</td>
<td>Parenting and Social Behavior Across Cultures And Across Generations</td>
<td>Ch 7 G and K</td>
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<td><strong>Taking Sides:</strong> Is there such a thing as emerging adulthood?</td>
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<td><strong>Taking Sides:</strong> Is the institution of marriage at risk?</td>
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<td><strong>Taking Sides:</strong> Are professional women opting out of work by choice?</td>
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<td>May 1</td>
<td>Developmental Issues in Health and Ageing</td>
<td>Ch 9 G and K</td>
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<td><strong>Taking Sides:</strong> Is mild cognitive impairment too similar to normal aging to be a relevant concept?</td>
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<td><strong>Taking Sides:</strong> Should the terminally ill be able to have physicians help them die?</td>
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<td>June 30</td>
<td>What Have We Learned About Culture and Common Developmental Themes?</td>
<td>G and K, Ch 10</td>
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</table>
Choose from one of the following films for Movie Analysis Assignment

The Prince of Tides       Matilda
Breaking Away       This Boy’s Life
Antwon Fisher       Hoop Dreams
The Good Mother       Losing Isaiah
Strangers in Good Company       The Trip to Bountiful
Lorenzo’s Oil       Philadelphia
The Waterdance       The Accidental Tourist
Terms of Endearment       My Life
Shadowlands       Bye, Bye Love
Kramer vs. Kramer       The War of the Roses
Dead Poets Society       What’s Eating Gilbert Grape?
Like Water for Chocolate       Circle of Friends
City Slickers       Steel Magnolias
Ordinary People       A River Runs Through it
Field of Dreams       Rudy
The Shawshank Redemption       About Last Night
The Bridges of Madison County       The Four Seasons
Nothing in Common       The Turning Point
The Great Santini       Parenthood
Searching for Bobby Fischer       Fly Away Home
When a Man Loves a Woman       Short Cuts
Apollo 13       The Doctor
Matilda       Under the Same Moon
The King’s Speech       Little Children (Mature Audiences)

Students should view a movie that you have not previously seen or viewed. Students should select one character or one relationship to analyze (preferably representing an age level at which you expect your clientele will come from in your professional career). Your job is to analyze the person’s or dyad’s development using developmental theories and research that has been discussed in this course or in our two texts or class presentations. Other facts related to development can be included as well. Students might also compare their character’s life and development with their own development if they wish. Students will informally share their findings with classmates in class (approximately 5 minutes). Your write-up should be about 5-7 pages in length, double spaced and typed.

Note: If there is a movie that you would like to select that is NOT on the list above you may do so as long as you let me know in advance what the name of the movie is you are selecting and why. Thank you
**Presentation of Annual Editions Article**

**Evaluation Criteria**

1. Introduce yourself and your background

2. Introduce the article to the class with name of the article and authors and publication resource and date of article

3. Provide a short handout with presentation (one page)

4. Describe the major findings or issues discussed in the article

5. Show the relevance of the article to the day’s readings

6. Show the relevance of the article to you in your field of study

7. Keep within 15 minutes time limit for presentation

8. Allow 5 minutes for Q and A

9. Be Creative in your presentation/discussion style

9. Engage students in the class

**Class Leadership/Facilitation**

**Evaluation Criteria**

Having read the readings in G and K and Taking Sides for class I would like you to lead and facilitate a discussion in our class. You are to develop questions or activities for the class that help explicate an important concept or that help critique a controversial issue from Taking Sides. For example, you might engage students in a debate, you might have students question a tenet proposed in the chapter, you might address why there are variations across cultures, you might address an issue of values, you might suggest an alternative way of looking at a concept or theory, you might help students see how the information could be helpful to them in understanding the relevance of development in their professional settings, etc. You will need to identify a journal article from your area of study that helps us expand our conversation on developmental issues and helps us apply them to your specific area of professional expertise.

**Criteria for Analysis of Activity**

1. Questions/Activities developed

2. Questions/Activities shared with the instructor

3. Student(s) seemed well-prepared to lead the class
4. The goal of the questions/activities were made clear to the class

5. Student(s) summarized the results of the class Questions/ Activity

6. Student(s) addressed questions posed by class members adequately

7. Student(s) discussed the journal with the class and showed its relevance to the topic under discussion for the day.