

The College of William and Mary

EDUC F 09: Human Growth/Development Life Span Spring 2009

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- 4. Office:** 329 Jones Hall
- 5. Office Hours:**
 - Wednesdays: 4:00 pm – 7:15 pm; 9:45 pm – 10:30 pm
 - Thursdays: 10:30 am – 4:30 pm
 - By Appointment
- 6. Classes:** 7:15 pm – 9:45 pm 301 Jones Hall on Wednesdays (20977)

7. Course Description

In this course, we will examine human development from the life-span perspective. We will study the basic factors and processes which reflect the fundamental changes occurring throughout the life-span. The unique features of different stages of life which emerge as a consequence of the interaction between these basic processes and the larger social and historical context will be explored.

The goal of the course is to provide students with a foundation for conceptualizing and appraising the diverse influences in the human developmental process. To accomplish this aim, the course is designed to examine theoretical viewpoints and research findings dealing with these diverse influences and to derive from these sources implications for educators, parents, and others working with children, adolescence, and adults.

8. Course Objectives

Upon completion of the course, you should be able to demonstrate the following objectives:

- 1) Identify and explain the philosophic, historical, social, scientific, and biographical bases of the developmental life-span approach to the study of human development.
- 2) Critically evaluate developmental paradigms and theories according to their basic assumptions, methodologies, and empirical validation.
- 3) Explain the advantages and disadvantages of different research methodologies in developmental psychology and education.
- 4) Identify and describe those developmental themes and tasks that occur across all phases of the life cycle and those that occur within particular phases.

- 5) Recognize and discuss the importance of context (e.g. physical, psychological, familial, historical, socio-cultural) in understanding processes and problems at different phases (and across phases) of the life cycle.
- 6) Translate discussions of developmental psychology into proper and consistent educational and professional applications and relate new concepts to already existing theories and practices.
- 7) Interpret and critique works from a variety of disciplines that reflect developmental processes and problems in different phases of the life span in a variety of contexts.
- 8) Evaluate selected educational and formal intervention programs designed to promote learning and development at different phases of the life span, including discussion of theoretical issues, empirical outcomes, and ethical considerations.

9. Textbook

Santrock, J. W. (2008). *A Topical Approach to Life-span Development*. [4th Ed.] Boston, McGraw-Hill College.

10. Course Requirements

Final Grade (Total of 100 points)

Your final grade will be based on Two Examinations, Literature Review (final paper), and Class Preparation & Participation.

- 1) Two Examinations (Possible total points = 50).
 - i) Mid-Term (3/4) will be graded on a scale of 0-20.
 - ii) Final (5/6) will be graded on a scale of 0-30.
- 2) Literature Review (Possible total points = 35).
 - iii) Draft submission (4/4) will be graded on a scale of 0-5.
 - iv) PowerPoint Presentation (4/8 - 4/29) will be graded on a scale of 0-10.
 - iii) Final submission (4/25) will be graded on a scale of 0-20.
- 3) Class Preparation & Participation (Possible total points = 15).
 - i) Class Preparation will be graded on a scale of 0-10.
 - ii) Class Participation will be graded on a scale of 0-5.

More detailed descriptions are below:

- 1) **Two Examinations (50 points)**
 - i) **Mid-Term (20 points) on March 4**
 - ii) **Final (30 points) on May 6**

Each examination will consist of multiple-choice and essay questions based on the assigned readings, lectures, and class discussions. The emphasis will be on the acquisition of knowledge, understanding and analysis of concepts, and the application of principles to educational situations. To reduce test anxiety and increase studying efficiency, you will be informed of the specific material covered on each examination.

- 2) **Literature Review (35 points)**

You will be required to complete a special interest project which focuses on some aspect of development or learning. These projects will involve library research and specialized

readings. **Your topic must be approved by me prior to March 4.** However, I will not approve a topic without a personal meeting and discussion with you prior to that date. I strongly suggest that you make an appointment via e-mail by the end of February to meet in my office. Your e-mail must include your specific topic, the reason to choose the topic, the importance of the topic, the purpose of your research on the topic.

- Your literature review does not need to be exhaustive; however, you must include at least TWENTY relevant published articles within 10 years. At least FIFTEEN (15) of the articles must be empirical studies.

i) **Final Submission (20 points) by 6:00 pm on April 25**

Besides your submission through the Blackboard, you must submit a binder consisting of a hard copy of your paper and copies of all the articles you referenced.

- Do not use exact quote unless you cannot find any other ways to say something. You need to be able to summarize and paraphrase research results. These are important skills to develop.

- Your Literature Review (with references at the end) will be evaluated according to your ability to present evidence of the following:

- Originality of thought (hypothesis and conclusion).
- Completeness of descriptions/explanation
 - A broad conceptual understanding of the topic
 - A factual or descriptive material or logical analysis to support any claims you make
 - Coherence and lack of redundancy in your presentation
- Clarity
 - Must be explained in your own words and not be directly quoted (no more than one quotation)
- Conciseness
 - **Must be between 3000-4000 words excluding your reference list**
 - Should not be a list of research result summaries
- Use of APA style in writing and citations.
- General quality of writing (e.g., spelling, punctuation, grammar, and formatting)
- Your final paper must be submitted **by April 25. FIVE** points will be deducted for each day that a paper is submitted after this due date. You must submit a literature review paper to pass this class and may **NOT** revise your final paper.

ii) **Draft Submission (5 points) by 6:00 pm on April 4**

You MUST submit a single draft of your paper prior to April 4.

I will not accept drafts after the due. The earlier you submit a draft, the sooner and probably more complete my feedback will be. The more complete and finished the draft is, the more I will be able to help you. I will make every attempt to provide feedback by April 18 in the same order as they are submitted. You should revise your draft based on my feedback. If you decide not to follow my feedback, you must e-mail me with your explanations and should get my approval before the final submission on April 25. This is

because your grade may be severely affected if you do not follow my feedback without an explanation. I will not provide feedback on your final paper.

iii) PowerPoint Presentation (10 points) between April 8 and April 29

Directions for your PowerPoint Presentation will be posted on the Blackboard.

3) Class Preparation and Participation (15 points)

i) Class Preparation (10 points)

Class meetings will include both lecture and discussion. You will be expected to participate actively and knowledgeably in class discussions. Please prepare for each class by carefully reading the assigned material.

- In order to encourage you to become "actively involved" with topics covered in this course, short homework assignments will be given periodically. These assignments will encourage you to apply psychological concepts and principles to your past, present, and future professional experiences. I will attempt to limit assignments so that they can be completed in approximately one hour. All homework must be received the day it is due. Homework assignments will always be available after class on the Blackboard under Assignments.
- In-class assignments will be given sporadically for completion during class. These assignments will be of a varied nature - quizzes, simulations, problem solving exercises, case studies, group work, etc.
- **Reading Log: A reflection containing your reactions to assigned readings. Your entries should be made before each class and should include:**
 - (a) Responses to one or more major themes and/or ideas and findings contained in the material assigned for a given class day
 - (b) Comparison and contrast of these themes with others addressed in the course (and, when appropriate, with other sources of knowledge and experience--including personal history and observations)
 - (c) Discussion of how these themes might be applied to educational or social problems.

We will be going through about two chapters per week. On Tuesdays of each week, by 6:00 p.m., your Reading Log for that week must be posted on the Blackboard.

ii) Class Participation (5 points)

An approximate scale is:

- 0 points for excessive tardiness and/or essential lack of participation and/or ill behavior in class. This includes chatting, looking at your own computer, chewing gum, eating loudly, yawning loudly, sleeping, complaining about grades, disruptive behavior, etc.
 - Being disrespectful and/or rude to the class, will result in lowering your "Class Participation" grade.
 - Cell phones and pagers ringing during class are disrespectful and disruptive, and will result in lowering your "Class Participation" grade.
- 5 points for perfect attendance, consistent timeliness, academic responsibility, and positive/constructive behavior in class.

- A “Class Participation” grade of 5 points will be reserved for students who stand out as strongly engaged in classroom activities (e.g., volunteering; frequent constructive verbal contributions; strong engagement in group activities, etc.)
- A 2 /5 “Class Participation” grade consists of Reflection on the Reading and Introduce Yourself :
 - **1 /5: Reflection on the Reading (1point) by 6:00 pm on January 24**
I will post “*Learning from Each Other (Kim, 2005),*” which will be 20% (1 point) of your Class Participation grade. You will need to **upload** this assignment (a paragraph of reflection on the reading, which should be only ONE page long including your name---NO title page).
 - **1 /5: Introduce Yourself (1 point) by 6:00 pm on January 31**
You will need to complete the attachment, which will be the second class assignment and 20% (1 point) of your Class Participation grade. Please introduce yourself to your fellow classmates and me with the information on the form you will find on the Blackboard. Please fill out the form, copy a recent photograph of yourself (showing your face with no sun-glasses), paste the photograph to the form, and **upload** the form on the discussion section of the Blackboard. I will have your information posted as soon as possible on the blackboard for this class. I will also attach my brief bio and vitae to introduce myself to you.

Email Communication

Please expect that it will take two **business** days for me to respond to your e-mails (If I do not respond in two business days, please forward me a reminder). Therefore, if you have questions, ask them early. Waiting for a response to a question is not an excuse for a late submission.

Submitting Assignments

When you submit a file, please make sure that the name of each file includes your last name, your class number, and the name of the Assignment (e.g., Kim_7_Reflection). The class Sign-in Sheets will show your class number.

You are required to submit all of your assignments through the Blackboard and where noted, in hard copy. Do not email your assignments because my inbox fills up, and I may not receive e-mails with large attachments. Furthermore, student e-mails have gone into my junk e-mail folder so that I do not notice them. Whenever you submit any assignments through the Blackboard, it is your responsibility to check whether you submitted your assignments correctly. You can do this by doing all of the below:

- i) **Check for yourself whether you have correctly submitted your assignments through the Blackboard by checking the information displayed in your folder.**
- ii) **Alert me by e-mail when you submit an assignment, and I will confirm that you submitted correctly.**
- iii) **Submit a hard copy of your assignments.**

These requirements are designed so that I can ensure that you have submitted your assignments correctly.

11. General Course Expectations

1) Grading Policy

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	E (59% & below)

2) Late Work Policy

Late work will NOT be accepted after the posted due dates.

3) Academic Honesty

The College's rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

4) Attendance Policy

- It is important for you to be in class both to learn and to help others learn. Arriving late and/or leaving early interrupts the flow of the class and is unprofessional.
- **It is important that you sign in for every class session** as this will be my attendance roll. I will set out a sign-in sheet before class begins. If you come in after I begin, it is your responsibility to sign in immediately after class (or during a break without disturbing the lesson). Otherwise, you will be marked absent for the class.
- If you miss class, it is your responsibility to determine what you missed during class and submit the appropriate work in a timely manner. I consider it unprofessional for you to expect me to review material from previous classes when you miss a class.
- **Absences will lower your Class Participation grade.** Each absence beyond one will lower your Class Participation grade by one point. Each time you are late or leave early, I will count as ½ an absence. I consider leaving early more disruptive than arriving late. Thus, if you are planning to leave early, you should notify me in advance and sit in the back. Otherwise, leaving early may be counted as one absence.

5) Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use a proofreader. Assignments with many errors will receive a grade of C or lower because this is unacceptable writing for professionals in Education. I will not correct all of your grammar/spelling errors in drafts or while grading. At most, I will point out errors through one or more examples in your paper. It is your responsibility to read and correct the entire paper prior to submission.

6) APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) project/study title, course number & title, your name, your Program, The College of William and Mary, date of submission, my name, and the semester (Spring 2009).
- All pages should have a page number with your last name (but this is NOT the APA style) on the top right corner.
- **Papers not following the APA Style will receive a grade no higher than B.**

7) Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor ***prior to the end of the semester***. Generally, a student must have completed the majority of course work and have an average grade of "B" or better to be considered for an incomplete.

- In this course, you must have **83% (B) or better** on the course requirements to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension and the date when your course requirements will be completed.

8) Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability (including psychological issues), please contact me immediately so that I can provide appropriate accommodations to the learning environment.

Schedule of Topics and Reading Assignments (Tentative)

<i>Date</i>	<i>Topic</i>	<i>Reading Assignment</i>
January 21	Introduction	Syllabus & Blackboard
January 28	The Life-span Perspective/ Research Paradigms	Chapter 1
February 4	Biological Processes (Heredity & Environment)	Chapter 2
February 11 & February 18	Cognitive Processes and Development/ Creativity*	Chapter 6
February 25	Information Processing	Chapter 7
March 4	Intelligence [EXAM I]	Chapter 8
March 11	SPRING BREAK	
March 18	Physical Development and Health	Chapters 3, 4 & 5
March 25	The Self, Identity, and Personality	Chapters 10 & 11
April 1 & April 8	Peers and the Socialcultural World[April 4: Literature Review Draft]/Gender and Sexuality [Presentations]	Chapters 12 & 15
April 15	Language Development/Moral Development, Values, and Religion [Presentations]	Chapters 8 & 13
April 22	Marriage, Lifestyles, and Families [Presentations] [April 25: Literature Review Final]	Chapter 14
April 29	Schools, Achievement, and Work [Presentations]	Chapter 16
May 6	Epilogue: The Journey of Life [EXAM II]	Chapter 17

*More handouts for reading assignments will be posted as needed.