

Intro to Lifespan Development Spring 2015
EDP 363M-3

Instructor: Dr. Keisha Bentley-Edwards **E-mail: kbentleyedwards@austin.utexas.edu**
Class Dates: Tuesdays, 4:00-7:00pm **Office:** SZB-506-J, **Phone:** 471-2755
Office Hours: Tuesdays, 1:30pm-3:00pm, and/or by appointment
Teaching Assistant: Paul Robbins **Email:** paul.robbins@austin.utexas.edu
Email is the fastest and most efficient way to contact us!!!

Required Texts:

ISBN-10: 0205989381
Author: Robert S. Feldman
Title: Lifespan Development: A Topical Approach, 2ND Edition
Coursesmart.com, 180-day E-book rental recommended based on price

Course Description:

Lifespan Development will cover human development over the lifespan; optimum patterns of life, and biological and social conditions that influence emotional, cognitive and social development.

Accommodations:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Course Objectives:

To foster an in-depth, critical understanding of lifespan development. The course will investigate multiple dimensions of philosophical, historical, theoretical, empirical and practical matters. Although this course utilizes classic developmental theories, we will also discuss contemporary theories and research to understand how people navigate their worlds based on their life stage. Students will transform theory and research into reflections of their own experiences and into a self-selected final project. A range of timely issues will be actively discussed including socioeconomic status, physical and health development, political climate, social and gender norms, cultural identity, mental health, emotional and affective development, behavior and interpersonal dynamics, academic achievement and social adjustment into a unifying, comprehensive framework.

Please read the syllabus carefully. The content of this syllabus is subject to revision at anytime. Students will be given notice of any changes in advance. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

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Grading Scale:

Grade Percentage:	
10%	Attendance & Participation
15%	Class Discussions
25%	Mid-Term Exam
25%	Final Project
25%	Final Exam
--	Research Participation or Alternate Assignment

93-100% A	90-92% A-	87-89% B+	83-86% B	80-82% B-
77-79% C+	73-76% C	70-72% C-	60-69% D	Below 60% F

Attendance is extremely important since this class meets weekly. As previously stated, each student is expected **participate** in class through the reading presentations and class discussions.

EDP Research Participation Requirement: All students registered for this course must complete a research participation requirement through the Educational Psychology Department subject pool. To do so, you must either complete 5 credits worth of EDP subject pool studies or write the 5 page alternate assignment (a research paper about a roughly 20 page article). Please note the deadlines below:

- To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com>. You will receive an email with activation instructions during the first week.
- Studies will be available beginning on **Friday, February 13th**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Friday, March 6th**. This is for students who prefer to not participate in the studies, or who do not meet the 5 credit requirement by the study completion deadline.
- To complete the requirement through study participation, you must complete 5 credits of subject pool studies by **Friday, April 17th**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due on the last class day, **Friday, May 8th**.

If you have questions about your participation in the EDP subject pool or about the alternate assignment, please visit the following website:

http://www.edb.utexas.edu/education/departments/edp/subject_pool/students/

If you still have questions, please email the Subject Pool Coordinator, Kadie Rackley.

edpSubjectPool@austin.utexas.edu

Class Discussions & Reflections: You will sign up for 2 readings for which you will lead the class discussion. You will upload your 2-3 questions to Canvas by 11:59pm the night before you lead the discussion. You will submit a **2-3 page double-spaced** reaction paper for **1** of your class discussions. The paper will include a brief summary (1-2 paragraphs) of the reading, your interpretation or reaction and **2-3 discussion questions**. You must cite a related scholarly article (not included in our readings) for your reading reflections. Student Led discussions will occur at the beginning of class. **Each student will conduct/submit 2 discussions and 1 reaction paper for one of the discussions. 10 Points – Discussion Only; 15 points – Discussion & Paper**

Midterm & Final Exams: These exams are cumulative. More details about the exams will be provided before they occur.

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Final Project: Each student will select one of the following options for their **Final Project**:

- 1) **Create a Final Exam** for this course that includes:
 - a. Multiple choice (15), true/false (5) and at least 3 essay questions
 - b. Correct Answers
 - c. Citations
 - d. Grading Rubric for Essay Questions

- 2) **Plan your own funeral:**
 - a. You will be making all of the arrangements for your own funeral. This will include:
 - i. Your death (Must live at least 10 years beyond today)
 - ii. Burial Ritual
 - iii. The Obituary
 - iv. The Eulogy
 - v. The Funeral/Memorial Service
 - vi. Conclusion: Personal Reflection on Your Life (Must integrate at least 1 developmental theory)
 - b. More details on Canvas

DUE APRIL 28, 2015

Note on All Assignments:

All assignments will be collected at the BEGINNING of class. Assignments submitted after the first five minutes of class will be reduced by half a letter grade and those submitted after class will be reduced a full letter grade for each calendar day it is late. *No rewriting of assignments will be allowed since there will be ample time and opportunity to ask questions about each assignment during class time and between weekly classes.*

All written assignments should be written in 12-point (Arial or Times New Roman) font, double-spaced, with 1" margins on all sides and page numbers. Cover sheets and reference pages are not included in the page count. Assignments should meet the stated *minimum or maximum* page limit. All written assignments should make reference to the readings and theoretical frameworks in this course. The content of your papers and how you present your written thoughts are important. Therefore, students must carefully proofread and spell-check their written assignments. Writing assistance can be found at the Undergraduate Writing Center; <http://uwc.utexas.edu>

All papers will be submitted according to APA style. This style is of particular importance for in-text citation and the representation of sources in the reference section. A good resource can be found at <http://owl.english.purdue.edu/owl/resource/560/01>.

Academic Integrity:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

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Course Schedule:

January 20

Class Topic: **Introduction, Syllabus Review, Lifespan Intro**

January 27

Class Topic: **Theoretical Frameworks of Cognitive, Social & Emotional Development**

Read by today: Feldman, Chapter 1

Spencer, M. B., Swanson, D. P., & Edwards, M. C. (2010). Sociopolitical contexts of development. In D. P. Swanson, M. C. Edwards & M. B. Spencer (Eds.), *Adolescence: Development During a Global Era* (pp. 1-27). Burlington: Academic Press.

February 3

Class Topic: **Genetics, Conception to Birth**

Read by today: Feldman, Chapter 2

Morelli, G., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28(4), 604-613.

February 10

Class Topic: **Physical Development**

Read by today: Feldman, Chapter 3

Terry, M. B., Ferris, J. S., Tehranifar, P., Wei, Y., & Flom, J. D. (2009). Birth Weight, Postnatal Growth, and Age at Menarche. *American Journal of Epidemiology*, 170(1), 72-79. doi: 10.1093/aje/kwp095

February 17

Class Topic: **Health & Wellness**

Read by today: Feldman, Chapter 4

Miech, R. A., Kumanyika, S. K., Stettler, N., Link, B. G., Phelan, J. C., & Chang, V. W. (2006). Trends in the Association of Poverty With Overweight Among US Adolescents, 1971-2004. *JAMA: Journal of the American Medical Association*, 295(20), 2385-2393.

February 24

Class Topic: **Cognitive Development**

Read by today: Feldman, Chapter 5

Feldman, Chapter 6

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March 3

Class Topic: **Language Development & Intelligence**

Read by today: Feldman, Chapter 7
 Feldman, Chapter 8

March 10

Class Topic: **Midterm**

March 17

Class Topic: **Spring Break**

March 24

Class Topic: **Social & Emotional Development & Sense of Self**

Read by today: Feldman, Chapter 9
 Feldman, Chapter 10

March 31

Class Topic: **Schooling, Culture & Society**

Read by today: Feldman, Chapter 14
 Luthar, S. S., & Ansary, N. S. (2005). Dimensions of adolescent rebellion: Risks for academic failure among high- and low-income youth. *Development and Psychopathology*, 17(1), 231-250.

April 7

Class Topic: **Morality & Aggression – Submit your decision for your final project**

Read by today: Feldman, Chapter 11
 Cole, E. R., & Stewart, A. J. (1999). Meanings of political participation among Black and White women: Political identity and social responsibility. In L. A. Peplau, S. Chapman Debro, R. C. Veniegas & P. L. Taylor (Eds.), *Gender, culture, and ethnicity: Current research about women and men* (pp. 153-172). Mountain View, CA: Mayfield Publishing Co.

April 14

Class Topic: **Gender & Sexuality Development**

Read by today: Feldman, Chapter 12
 Vrangalova, Z., & Savin-Williams, R. C. (2011). Adolescent Sexuality and Positive Well-Being: A Group-Norms Approach. *Journal of Youth & Adolescence*, 40(8), 931-944. doi: 10.1007/s10964-011-9629-7

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April 21

Class Topic: **Death & Bereavement**

Read by today: Feldman, Chapter 15
Calderwood, K. A. (2011). Adapting the Transtheoretical Model of Change to the Bereavement Process. *Social work, 56*(2), 107-117.

April 28

Class Topic: **Friendships & Family Dynamics – Final Projects Due**

Read by today: Feldman, Chapter 13
Domenech Rodríguez, M., Donovanick, M., & Crowley, S. (2009). Parenting styles in a cultural context: Observations of 'protective parenting' in first-generation Latinos. *Family Process, 48*(2), 195-210.

May 14

Final Exam
7:00 – 10:00 pm