

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

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	<u>Lifespan Development</u>
Course Number	<u>CPSY 506</u>
Term	<u>Summer 2008</u>
Department	<u></u>
Textbooks/Materials	Crain, W. (2005). Theories of Development: Concepts and Applications, Fifth Edition, Prentice Hall, NJ. Kegan, R. (1982). The Evolving Self: Problems and Process in Human Development. Cambridge, Mass., Harvard Univ. Press. Readings: On Reserve
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Catalogue Description (*copy from current catalogue*): In this course we examine social, cultural, biological, and learning developmental theories throughout an individual's lifespan, as well as research methods in lifespan development. This course includes the application of theory and research in lifespan development to clinical and other applied situations.

Course Description: In this course we will examine a variety of theoretical perspectives as they apply to various issues that occur across the lifespan. Examples of these issues are the nature-nurture controversy, attachment theory and the impact of early experience, parenting styles, the development of cognition and morality, the development of personality and social relationships, the development of intimate relationships, family processes and the impact of divorce, and developmental changes in adulthood. Clinical implications of the issues covered within the course will also be examined.

Course Goals and Objectives:

1. Develop and demonstrate skill in constructive participation in group discussions related to psychological theories and issues in lifespan development.
2. Develop mastery of the basic principles of different theoretical perspectives in lifespan developmental psychology.
3. Develop an understanding of central developmental issues at different life stages.
4. To develop the ability for in depth analysis of "real life" situations using developmental theory.

5. To understand diversity issues in the context of lifespan developmental theory.

Course Calendar:

Date	Topic	Readings
May 8	Introduction to theories of development	Crain CH 1,2,5, Kegan Prologue
May 15	Social and emotional development	Crain CH 3,11,13 Tyson & Tyson 295-309 Magai & McFadden Takahashi
May 22	Cognitive Development	Crain CH 6, Kegan Ch 1
May 29	Development of morality and self concept	Crain CH 7, Kegan CH 2,3 Gilligan & Attanucci Tyson & Tyson 309-313
June 5	Parenting & Cultural Context	Kegan CH 5 Crain CH 10, Kagan, Ogbu
June 12	Development of gender roles	Crain CH 8, 9, Kegan CH 6 Chodorow, Pinker, Bussey & Bandura
June 19	Midterm, Adolescence	Kegan CH 7 Tyson & Tyson 313-319
June 26	Adolescence continued	Crain, CH 12, Erikson Arnett, French et al
July 3	Early Adulthood	Arnett, Kegan CH 8
July 10	Early Adulthood/Middle Adulthood	Grunebaum, Pittman, Fletcher
July 17	Middle Adulthood	Crain CH 16, Levinson Stewart & Ostrove
July 25	Late Adulthood	Crain CH 18, Caspi
July 31	Final Exam	

Course Requirements:

1. Class attendance and participation is vital. This will account for 16 points of your final grade.
2. Weekly discussion question/commentary on assigned readings to be typed and turned in (beginning Sept 12th). Each commentary should open with a question that may be posed for general class discussion. The commentary itself should demonstrate your thoughtful consideration of an issue raised within the readings. Commentaries should be no longer than one page (single spaced) in length. The commentaries will account for 16 points of your final grade. Late commentaries will not be accepted. Missing commentaries will reduce point total by 4 points per commentary.
3. There will be three film commentaries due across the term. Each commentary should demonstrate your ability to interpret aspects of the film in light of the developmental issues and theories covered in the course. The commentaries must be typed and no longer than three pages (single spaced) in length. The film commentaries will count for 72 points (24 points each) of your final grade. Late commentaries will not be accepted.
4. Midterm exam. This will account for 48 points of your final grade.
5. Final Exam: This will account for 48 points of your final grade.

Evaluation and Assessment:

In grading your written work I will be looking for your ability to critically evaluate and integrate the information that we have been covering in the course. This requires you to go beyond the information given and to reflect on how different perspectives presented within the course relate, to consider the implications and applications of these perspectives, and to make informed decisions about the strengths and weaknesses of these perspectives.

Grades will be assigned as follows:

A	185-200 points
A-	170-184 points
B+	155-169 points
B	140-154 points
B-	125-139 points
C+	110-124 points
C	95-109 points
C-	80-94 points
D	60-79 points
F	below 60 points

Authorization Levels: This course covers material from the following authorization levels: Early Childhood (age 3 – 4th grade), Elementary (3rd – 8th grades), Middle Level (5th – 9th grades), and High School (7th – 12th grades).

Bibliography: See reserves