

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

*Please attach completed Course Syllabus Cover Sheet to course syllabus.*

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|-----------------------------|---|
| <b>Course Name</b>          | <u>Lifespan Development</u>   |
| <b>Course Number</b>        | <u>CPSY 506</u>   |
| <b>Term</b>                 | <u>Spring 2012</u>  |
| <b>Department</b>           | <u></u>   |
| <b>Textbooks/Materials</b>  | <p>Crain, W. (2005). <b>Theories of Development: Concepts and Applications, Fifth Edition, Prentice Hall, NJ.</b></p> <p>Kegan, R. (1982). <b>The Evolving Self: Problems and Process in Human Development. Cambridge, Mass., Harvard Univ. Press.</b></p> <p><b>Readings: On Reserve</b></p> |
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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:**

Students will demonstrate knowledge of the following subject areas, as well as the awareness of how to apply this knowledge in relevant settings (i.e., schools, communities, families, workplace):

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity)

3. Socialization and the influences of families, peers, teachers, and others on development
4. Development of behavioral, affective, adaptive and social skills; developmental milestones
5. Life cycle of families
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior
7. Strategies for facilitating optimal development over the life-span
8. Multicultural and pluralistic trends affecting development, including characteristics and concerns between and within diverse groups nationally and internationally
9. Ethical and legal considerations about working with clients/students and about research procedure and application.

**CPSY Departmental Attendance Policy:**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

| <b>Date</b> | <b>Topic</b>  | <b>Readings</b>  |
|-------------|---|--|
| Jan 11      | Introduction to theories of development<br>Infancy & Attachment           | Kegan Prologue<br>Kegan CH 1, 4<br>Crain CH 3, 6         |
| Jan 18      | Early social and emotional development<br>Parenting and Moral Development | Kegan CH 2, 3<br>Tyson & Tyson 295-309<br>Crain CH 7, 11 |
| Jan 25      | Preschool and School Age Child  | Kegan CH 5, Crain CH 9<br>Pinker, Chodorow               |
| Feb 1       | School Age Child, Film #1   | Ogbu, Kegan CH6  |
| Feb 8       | Adolescence   | Arnett #1, Crain CH 12<br>Tyson & Tyson 313-319          |
| Feb 15      | Adolescence/Early Adulthood, Film #2                                      | Arnett #2, Kegan CH 7                                    |
| Feb 22      | Early Adulthood   | Fletcher   |

|        |                                   |                             |
|--------|-----------------------------------|-----------------------------|
| Feb 29 | Middle Adulthood                  | Kegan CH 8, Crain CH 16     |
| Mar 7  | Middle Adulthood, Film #3         | Levinson, Stewert & Ostrove |
| Mar 14 | Late Adulthood, Concluding themes | Kegan CH 9                  |

**Course Requirements:**

1. Class attendance and participation is vital. As each class meeting is equivalent to one week, it is important that you not miss classes. The attendance policy above defines the effect of missed classes.
2. Weekly discussion question/commentary on assigned readings to be typed and turned in (beginning Jan 17th). 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 (double spaced) in length. The commentaries will account for 15% of your final grade. Late commentaries will not be accepted. Missing commentaries will reduce final grade total by 2% per commentary.
3. Class participation will account for 10% of your grade. Mere attendance at class does not constitute participation.
4. 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 75% of your final grade (25% each). Late commentaries will not be accepted.

**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 level work: Exceptional
- B level work: Competent and sound
- C level work: Minimal competence
- D level work: Insufficient evidence of minimum mastery
- F level work: Failure to demonstrate learning

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