

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

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	Lifespan Development
Course Number	CPSY 506
Term	Fall 2007
Department	
Textbooks/Materials	Crain, W. (2005). Theories of Development: Concepts and Applications, Fifth Edition, Prentice Hall, NJ.
	Reading Packet: Available in main office.
Faculty Name	Bruce Kenoyer, Ph.D.
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Faculty Office	

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
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Sep 6	Introduction to theories of development	Introduction, Crain CH 1,2,5
Sep 13	Social and emotional development	Crain Ch 3,11,13 Karen, Ijzendoorn, Fox
Sep 20	Cognitive Development	Crain CH 6, Kegan
Sep 27	Development of morality and self concept	Crain CH 7, Kegan Gilligan & Attanucci
Oct 4	Development of gender roles	Crain CH 8,9 Chodorow, Pinker, Thorne
Oct 11	Parenting & Cultural Context	Crain CH 10, Kagan, Ogbu
Oct 18	Midterm, Adolescence	
Oct 25	Adolescence continued	Crain, CH 12, Erikson Arnett, Ethnic Identity
Nov 1	Early Adulthood	Arnett
Nov 8	Early Adulthood	Grunebaum, Fletcher
Nov 15	Middle Adulthood	Levinson, Lachman
Nov 22	Thanksgiving	
Nov 29	Middle Adulthood	Crain CH 16
Dec 6	Late Adulthood	Crain CH 18, Caspi, Elder
Dec 13	Final Exam	

Course Requirements:

1. Class attendance and participation is vital. This will account for 10 points of your final grade. One absence will be excused. Second absence will result in 20 point reduction in grade. Third absence will result in not passing the course.

2. Weekly discussion question/commentary on assigned readings to be typed and turned in (beginning Sept 13th). 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 22 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. Mid term 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 Packet.