Course Description

This course is a graduate-level survey of human development across the lifespan. Human beings experience an enormous amount of transformations including physical, cognitive, affective/emotional, social, and personality changes. The ways in which developmental differences impact the work we do as professionals require careful consideration. Major theories and research that attempt to explain chronological constancy and change in human beings will be explored during the semester with an emphasis on practical applications and implications. This course is geared toward building the student’s foundational knowledge of human development for adaptation to the professional fields of education, counseling, and psychology. An important component of this course will be the exploration of universality and cultural variations in human development from conception to death. The importance of integrating culture into your professional conceptualizations cannot be overemphasized. The social/cultural context of development is very important to social justice issues we must consider as professionals, as is consistent with the School of Education’s Conceptual Framework—Social Action through Education (www.luc.edu/education/mission/). Thus, factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development will be emphasized.

Objectives

In general, the two overarching IDEA objectives for this course are:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

Specific to the topic, the goals are for students:
1. to build the students’ foundational knowledge of lifespan developmental theories and research.
2. to critically examine the extent to which cultural variation is included and/or excluded from major theories of human development. Note: Objectives 1 and 2 meet NCSP Standards 17A, 17B, 17C
3. to identify the implications of developmental theories and research for the counseling
and educational professions (Standards 17F, 17K).
4. to identify and enhance the students’ knowledge of and expertise in one self-selected area of human development.
5. to understand the importance of sociocultural context in the conceptualization of development across the lifespan (Standards 17H).

Required Text


Journal Readings


responses to race-based social stress as pathways to disparities in educational outcomes. American Psychologist, 71, 455-473.


Media

9 months that Made You: Episodes 1 and 3
https://luc.kanopy.com/video/first-8-weeks
https://luc.kanopy.com/video/final-countdown

Can You Afford to Retire?
http://www.pbs.org/wgbh/frontline/film/retirement/

Care Workers, Their Clients, and a Coming Crisis
https://luc.kanopy.com/video/care
Gender Pay Gap podcast

How Technology Affects Young Children
https://youtu.be/zanQdGCMOdI

Inside the Teenage Brain
http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/

Neuroscience of Adversity: Mobilizing Scientific Evidence to Help Children in Distress
https://youtu.be/xUQcb3YKRfk

Poor Kids and Follow-up Article
http://www.pbs.org/wgbh/pages/frontline/poor-kids/

Press Play TED Radio Hour
http://www.npr.org/programs/ted-radio-hour/390249044

Randy Pausch’s Last Lecture
http://www.cmu.edu/randyslecture/

The Beginning of Life: Breakthroughs in Neo-Natal Neuroscience
https://luc.kanopy.com/video/beginning-life

Why 30 is not the new 20
https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en

**Technology**
In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted asynchronously via the course website in Sakai. The Sakai website will contain a general overview of the course expectations and outcomes, lectures, readings, assignments and supplemental resources (including information on how to get assistance with technology).

Although this is a distance course, you are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I am more than willing to talk with you on the telephone or meet with you via Zoom, as our schedules allow.

**Course Requirements**
Students are expected to have read all material for the course and engage in on-line discussion
on the readings. Grading will be based on self-introduction video (5 points), weekly quizzes (30 points), weekly small group discussion (30 points), and the final project (35 points).

Self-Introduction Video (5 points): To facilitate class interaction, students will record a short video introducing yourself to the entire class. Please include your name, your program, your knowledge/course background regarding developmental psychology/human development, what you hope to learn from this class, and anything else you would like other students to know about you. Submit your video through the Voice Thread tool in Sakai. When using Voice Thread, you will be asked to leave the Sakai webpage and open a new tab in order to record your video. Additionally, the Voice Thread application works best with the Chrome browser. Due Wednesday, May 20 at noon.

Weekly Small Group Discussion (30 points): This class will involve weekly small group discussions synchronously via Zoom video conferencing or asynchronously via Sakai discussion forums. Students will be assigned to small groups in Sakai based on their weekly availability. For synchronous meetings, attendance will be taken through Sakai. For asynchronous meetings, students will be expected to make at least two initial postings of 250 words, and four or more responses to other students’ postings. Small group discussions/postings are worth 5 points each week. Please see the Sakai syllabus page for more information on small group guidelines and grading.

Weekly Quiz (30%): You will take a weekly quiz (open book) to ensure you gradually build the knowledge foundation through the course. There are six quizzes in total, and each quiz focuses on information covered in the text for the corresponding week. You can find the quiz in the Tests and Quizzes section of Sakai, and it will be available from noon on Wednesday until 9 pm on Friday each week. Once you start a quiz, you will have only two hours to answer 10 multiple choice questions. It is recommended that you read the textbook before taking the quiz. You will only have one chance for each quiz and will be able to see the immediate feedback for your answer after the quiz. Each question will be worth ½ point and students will be randomly assigned questions from a bank of test questions. Due by 9 pm on Friday each week.

Major Project (35 points): You will have the option to choose one of the following three assignments as a final project for the course. The assignments each focus on one broad area of human development. Students should choose a project that fits their unique career and interest goals, while at the same time maintaining an overall focus on your knowledge of human development. Each assignment will ask you to review empirical literature and develop an annotated bibliography with a minimum of 5 empirical sources (see the guidelines below). Grading rubrics and more comprehensive assignment descriptions can be found on Sakai in the Assignments portal. Final projects are due Friday, June 19.

- Child or Adolescent Project: In order to demonstrate your understanding of developmental theories as applied to children and adolescents, and how to use technology to identify pertinent research, you will be required to select a transition area and present recommendations that would promote healthy development in this area (e.g., helping young children transition into attending school,
facilitating learning to read, helping adolescents adjust to puberty, working with high school students entering the world of work). This slide presentation will be directed at a specific audience of your choosing (e.g., teachers, parents). You should submit a recording of the slide presentation, along with your narration of the slides, and the annotated bibliography. See the assignment description on Sakai for more details.

- **Young and Middle Adulthood Project:** You will be doing a self-analysis of developmental issues relevant to your current or a recent life stage (i.e., you may either do this retrospectively or contemporaneously). Select a developmental topic that has meaning for you personally (e.g., establishing romantic relationships, career change/indecision, gender identity development, racial identity development, decision to become a parent, empty nest syndrome, caretaking of elderly parents, retirement decisions). Then discuss the role of prior developmental experiences to your current adult development, as well as connect how your sociocultural identities (race, class, gender, religion, sexual orientation, etc.) have influenced the current developmental process.

- **Older Adult Narrative Inquiry Project:** In order to demonstrate your understanding of later-life development, you will be required to interview someone in older adulthood (above retirement age) about issues affecting development at this stage (e.g., physical health, issues of loss, life lessons learned, views of death and beyond). Providing a description of the sociocultural context of your interviewee will be important to your analysis of the interview content. You will be expected to summarize to what extent your subject’s experience fits with theoretical concepts you read about in the literature and/or your text. In the paper, you should give an overview of relevant life history in chronological order, discuss multiple aspects of current development, address how context influences that development, and compare that development to the literature while also linking it to the participants relevant life history. You will need to develop an informed consent form for conducting the interview, and you will need to discuss the form with your interviewee.

- **Annotated Bibliography Requirements:**
  Each of the three major project options above will require you to put together an annotated bibliography which will be calculated as part of your grade for the project. When completing the bibliography, it is important to make sure it meets the following requirements:
  - An annotated bibliography provides the citation of your source (in APA format) along with a summary of the content and a summary of your thoughts about how the content is relevant to your project.
  - You should have a minimum five sources that are based on empirical (quantitative) research, or that summarize and synthesize quantitative research. You may have additional sources that are also based in phenomenological/qualitative resources, or that are theoretical in nature.
  - Generally, your empirical sources should not be more than 10 years old, unless they are foundational to a particular field or body of literature.

**Schedule:**

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<td>Week 1</td>
<td>Theory and Research in Human</td>
<td>Chapter 1-3; Supplimental Readings</td>
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<td>May 18-22</td>
<td>Development</td>
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<td>Week</td>
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| **Week 2** | May 25-May 29 | • Infancy and Toddlerhood: The First Two Years  
• Early Childhood: Two to Six Years | Chapter 4-8; Supplimental Readings and Media assigned in Sakai                  |
| **Assignments** |            | • Take weekly Quiz between Wednesday at noon and Friday at 9 pm  
• Participate in your small group discussion section |                                                                                  |
| **Week 3** | June 1-5   | • Middle Childhood: Six to Eleven Years  
• Adolescence: The Transition to Adulthood | Chapter 9-12; Supplimental Readings and Media assigned in Sakai                  |
| **Assignments** |            | • Take weekly Quiz between Wednesday at noon and Friday at 9 pm  
• Participate in your small group discussion section |                                                                                  |
| **Week 4** | June 8-12  | • Adolescence: The Transition to Adulthood  
• Early Adulthood | Chapter 13-14; Supplimental Readings and Media assigned in Sakai                 |
| **Assignments** |            | • Take weekly Quiz between Wednesday at noon and Friday at 9 pm  
• Participate in your small group discussion section |                                                                                  |
| **Week 5** | June 15-19 | • Early Adulthood  
• Middle Adulthood | Chapter 15-16; Supplimental Readings and Media assigned in Sakai                 |
| **Assignments** |            | • Take weekly Quiz between Wednesday at noon and Friday at 9 pm  
• Major Project Due by Friday at 9 pm.  
• Participate in your small group discussion section |                                                                                  |
| **Week 6** | June 22-26 | • Late Adulthood  
• The End of Life | Chapter 17-19; Supplimental Readings and Media assigned in Sakai                 |
Assignments

- Take weekly Quiz between Wednesday at noon and Friday at 9 pm
- Participate in your small group discussion section

Grading Policy: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-93 points  A
92-90 points   A-
89-87 points   B+
86-83 points   B
82-80 points   B-
79-77 points   C+
76-73 points   C
72-70 points   C-
69-67 points   D+
66-60 points   D
59-         F

Late assignments will not be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10%. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.