

COUN/PSY 545
Spring 2014
Tuesday 4:30-7:10

Instructor: Dr. Krueger

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Office Hours: Tuesday 12:15-1:45; Thursday 12:15-1:45 and 3:25-4:25

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Required Textbooks: Essentials of Life-Span Development (3rd edition) by John W. Santrock (ISBN: 9780078035425) and Taking Sides: Clashing Views in Life-Span Development (4th edition) edited by Andrew M. Guest (ISBN: 9780078050299)

eCollege: Course materials, including an electronic version of the syllabus and supplementary handouts, will be posted on eCollege.

Course Description:

In this course we will examine changes, both growth and decline, across the human lifespan from conception to death. These changes include physical, cognitive, and socioemotional development that help to shape our lives. Topics will include, but are not limited to, how thought processes change across human development, parent-child relationships, romantic relationships, self-esteem, and grieving. The topics discussed will be applicable to your everyday life, both personally and professionally.

Course Objectives:

Students will demonstrate an understanding of:

1. Theories of individual development and transitions across the life-span (including cognitive, emotional, social, physical, and moral)
2. Theories of family development and transitions across the life-span
3. Theories of learning and personality development
4. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
5. Strategies for facilitating optimum development over the life-span
6. Ethical and legal considerations related to human growth and development.

Course Reading Selection:

The required textbook, Essentials of Life-Span Development, will provide an overview of the major topics and findings in lifespan development. The Taking Sides text provides insight into the current debates in lifespan development.

Course Format:

The class will meet once per week. As a class we will discuss the assigned Santrock readings, which will include a broad overview of physical, cognitive, and socioemotional issues related to a particular stage of development. In-class debates will also entail an integral part of the course, and readings in the Guest book will cover a controversy related to a particular stage of the lifespan. These debates will help you to consider that there is more than just one side and to be more critical of research, including the material covered in the Santrock readings.

Course Assignments:

1. **Debates** – each student will participate in two debates from the Taking Sides text in order to promote increased critical thinking skills. A question will be posed, and groups will argue for (Yes) or against (No) the issue. Debate assignments will be randomly selected. In preparation for the debate, the Taking Sides text includes the major points and counterpoints for discussion. Students will select the points that they feel are most compelling from the reading, along with other evidence gathered from psychology, counseling, and educational research journals. **Please note that it is necessary for students to find outside scholarly evidence to back up their claims.** If only points from the text are used, this will result in a maximum of a B on the assignment. Therefore, it is pertinent that you find outside resources from peer-reviewed journal articles, scholarly books, or government reports. In sum, the debate is not just a regurgitation of the points provided in the text, but rather it is an exercise in creating new points of argument, as evidenced by outside resources, and selecting the strongest points from the Taking Sides text. Students will create a PowerPoint or Prezi for the in-class presentation, and a copy of the debate should be uploaded to the dropbox. More information about the debates is posted in eCollege.
2. **Exams** – a midterm and a cumulative final exam will be administered. These exams will be administered in class, and they will consist of multiple choice and short essay questions.
3. **Reflection on Readings** – At a graduate level, course participation is expected from students. This includes discussing assigned readings, answering questions about assigned readings, and asking questions related to lifespan.

Each week we will cover a different stage in lifespan development. As preparation for the discussions, and relating to the course objectives, bring to class with you each week a typed response to the following Reflection of Readings items.

- a) Guest text: A **question** to ask the debate leaders about their assigned debate
- b) Santrock text:
 - i. Which **physical development** aspect did you find most interesting, and why?
 - ii. Which **cognitive development** aspect did you find most interesting, and why?
 - iii. Which **socioemotional development** aspect did you find most interesting, and why?

- iv. Which topic did you find most applicable to *family development*, and why?
- v. Which *learning or personality theory* did you find most interesting, and why? Be able to explain the theory.
- vi. Which *developmental crisis* was discussed in the chapter, and what were the factors associated with that crisis?
- vii. What *ethical and legal considerations* should you take into account when interacting with or studying individuals in this part of the lifespan?
- viii. What are your take-away thoughts about *facilitating development* in this part of the lifespan? (i.e., Describe how to promote optimal development in that lifestage.)

** Proper citations should be used in your weekly reflections. Failure to cite information correctly will result in a zero on that week's assignment.

Grading:

1. **In-Class Debates** – 2 worth 20% each (40% total)
2. **Midterm Exam** – 20%
3. **Reflection on Readings** – 10%
4. **Cumulative Final Exam** – 30%

Grade Distribution:

<u>Grade</u>	<u>Percent</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Course Policies

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Code of Student Conduct’ from online Student Guide Handbook- <http://www.tamu-commerce.edu/studentlife/guidebook%201.pdf>*)

Plagiarism: Texas A & M University-Commerce views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website, reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for

instructions on citing materials. When in doubt, ask me. Ignorance will not be tolerated as an excuse for plagiarism. The first offense of plagiarism will result in a zero on the assignment. Additional accounts of plagiarism will result in an automatic zero in the course.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Attendance: Students are expected to attend class regularly. More than 2 absences will result in an automatic 3-point grade deduction.

Late Work: *Late work is not accepted.*

Etiquette/Netiquette: Offensive language in class and aggressive correspondence online will not be tolerated. Students are expected to be respectful of others' opinions when communicating. Rule of thumb: Just be nice and courteous. ☺

Class Conduct: Please remember to turn off your cell phone or set it to silent (not vibrate). If you are expecting an urgent call (e.g., family member is having surgery, partner serving overseas is expected to call, etc.), please let me know before the class starts about the issue and we can make arrangements. Text messaging and instant messaging are prohibited. If you bring a laptop to class, limit it to class-relevant use (e.g., typing notes, viewing assigned articles). Please be on time. If you are going to be late, please let me know ahead of time.

Technical Support: This course is supported by Texas A&M University–Commerce through the eCollege course management system. There is a Student Orientation Tutorial in eCollege if you are unfamiliar with it. If you have technology questions please contact the eCollege HelpDesk, available 24 hours a day, 7 days a week by clicking the HelpDesk link in the Help pages in eCollege or by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148; StudentDisabilityServices@tamuc.edu**

TENTATIVE SCHEDULE

Week	Topic	Guest Reading	Santrock Reading	Assignments and/or debates
Week 1 1/14	Syllabus & course expectations	--	--	--
Week 2 1/28	Introduction to Major Theories & Research Methodology	Issue 2	Ch. 1	--
Week 3 2/4	Biological Beginnings	Issue 4	Ch. 2	a) Reflection on Readings b) Debate Teams Assigned
Week 4 2/11	Infancy	Issue 6	Ch. 3 & 4	a) Reflection on Readings b) Debate Teams Assigned
Week 5 2/18	Early Childhood	Issue 8	Ch. 5 & 6	a) Reflection on Readings b) Debate Teams Assigned
Week 6 2/25	Mid-Late Childhood	Issue 9	Ch.7 & 8	a) Reflection on Readings b) Debate Teams Assigned
Week 7 3/4	Midterm	--	--	--
Week 8 3/11	SPRING BREAK			
Week 9 3/18	Adolescence	Issue 11	Ch. 9 & 10	a) Reflection on Readings b) Debate Teams Assigned

Week 10 3/25	Early Adulthood	Issue 13	Ch. 11 & 12	a) Reflection on Readings b) Debate Teams Assigned
Week 11 4/1	Middle Adulthood	Issue 16	Ch. 13 & 14	a) Reflection on Readings b) Debate Teams Assigned
Week 12 4/8	Late Adulthood	Issue 17	Ch. 15 & 16	a) Reflection on Readings b) Debate Teams Assigned
Week 13 4/15	Death, Dying, & Grieving	None	Ch. 17	a) Reflection on Readings b) No debate leaders assigned
Week 14 4/22	Applications/Course Reflections	--	--	--
Week 15 4/29	Final Exam	--	--	--