EDUC 6309
Advanced Human Growth and Development
Emphasizing Adult Learning
Fall, 2016

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Office Hours:
Monday, Tuesday, Wednesday 8:00-12:00
Friday hours available by appointment
Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

Course Description
This course will address human growth and development as it pertains to the total life span while focusing on the principles of adult learning and andragogical theory. Students in this course focus on using adult learning principles to strategically design training materials and facilitate adult learning in various workplace settings. Learners will investigate factors that influence adult education and training environments such as motivation, and critical thinking skills as well as approaches that include action, experiential, project-based and self-directed learning.

Text:
Dacey, J. & Travers, F. (2006). *Human Development across the Lifespan*. 7th Ed. McGraw Hill: Boston.

Supplemental Text (excerpts provided by professor):
Taylor, K. & Marienaeu, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide.* Jossey-Bass: CA.

Instructional Objectives: Graduate students will
-understand the role of research in understanding lifespan development
-compare and contrast theoretical perspectives of lifespan development
-describe the role and significance of culture in development
-explain adult learning theory and approaches to teaching that support adult learners

Course Format
This class is offered in a web-based format. Your personal responsibility for working on your own and exerting the discipline necessary to complete the assignments on time is critical to your success. Graduate level coursework is not limited to accuracy, but should also reflect personal growth, effort, and commitment. Course credit will reflect progress

demonstrated by preparedness, contribution to class sessions, adhering to deadlines, and assignment completion. Assignments, exams, and discussions will take place through Blackboard. If at any time you have questions regarding the assignments, expectation or feedback I offer, please schedule a conference. Though this course is offered in web-based format, conferences can be scheduled as face-to-face meetings or online meetings.

Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser. It is recommended that you either use Mozilla Firefox or Chrome when utilizing Blackboard or the SRSU email system.
- Consistent and reliable access to SRSU email and Blackboard, as these are the official methods of communication for this course. Official university business will not take place via personal email accounts.
- Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones if possible to avoid feedback.

Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. There are multiple student resources (tutorials) available on the login page of Blackboard, and there are OIT staff located at each site.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each campus location as well as the HELP DESK in Alpine.
- Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit http://www.albion.com/netiquette/corerules.html

Instructional Services

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up

to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc…) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

Academic Integrity
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Dropping a Class
During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by November 11, 2016. A professor can also drop a student for non-participation which will result in an "F".

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Course Assessment
You will have several opportunities to articulate your understanding of course objectives and text content. Content will be assessed through group discussions, personal reflective writing, objective quizzes and content related projects.

Annotated Bibliography **100 points**
Each student will compile an annotated bibliography that focuses on adult learning. Your annotated bibliography will consist of 15 entries and is required in APA format. Each entry will include a full citation and a brief (approximately 150 words) descriptive and evaluative paragraph.

Chapter Quizzes
The Dacey text includes a companion website which contains valuable resources to supplement your learning. Key terms and supplemental web resources are available for each chapter. Additionally, chapter quizzes can be taken, submitted through the website and scored for your convenience. These quizzes are appropriate practice tasks for your major exams.

Exams **50 points each**
There will be four major exams throughout the semester. Exams are designed to cover specific text content, as seen below. You may encounter multiple choice questions, essay responses or even personal reflection opportunities. Written responses are expected to be in your words. Information copied from the text will not be credited. All exams will be posted and completed on Blackboard. Exams will all be due on Sunday evenings at 10 pm. They will open at 8:00 am on the Friday before the due date. Keep in mind, you have one opportunity to successfully complete your exam so do not begin it knowing you will have distractions of which you will need to attend. I will separate the objective and written portions of the exam so you can dedicate individual time for both. I strongly encourage students to complete exams at the RGC computer labs. If you encounter a problem, OIT staff will be able to assist you. In the event that there is a testing error, OIT staff can alert me and I will reset the test. If you choose to take the exams at home, I have no control over the technical issues you may encounter. Exams will not be reset for those students taking the exams on home computers.

Exam 1: Part 1 & 2
Exam 2: Part 3 & 4
Exam 3: Part 5 & 6
Exam 4: Part 7, 8 & 9

Chapter Assignments **25 points each**
A description of chapter/topic assignments are included after the course schedule.

Course Schedule

Date	Content	Assignment/Task
Week of:		
8/22	Welcome, Course Introduction	
8/29	Part 1: Chapters 1 & 2 Introduction to Development and Developmental Theory	Critical Review OR Theory Graphic Representation Due 9/4
9/5	Part 2: Chapters 3 & 4 Biological basis of Development Pregnancy and Birth	Cystic Fibrosis Video OR Reducing Risk Factors Presentation Due 9/11
9/12	Exam 1	Blackboard (8 am–10 pm) DUE 9/18
9/19	Part 3: Chapters 5 & 6 Infancy	Video Poverty Due 9/25
9/26	Part 4: Chapters 7 & 8 Early Childhood	Language Observation Due 10/2
10/3	Exam 2	Blackboard (8 am – 10 pm) DUE 10/9
10/10	Part 5: Chapters 9 & 10 Middle School	Kohlberg & Gilligan Blog OR What are They Watching? Due 10/16
10/17	Part 6: Chapters 11 & 12 Adolescence	Peer Influence Article from JAH
10/24	Exam 3	Blackboard (8 am – 10 pm) DUE 10/30
10/31	Part 7: Chapters 13 & 14 Early Adulthood	Lifestyle Diary Due 11/20
11/7	Part 8: Chapters 15 & 16 Middle Adulthood	Coping Responses to Stress DB Due 11/13
11/14	Part 9: Chapters 17, 18, 19 Late Adulthood	Annotated Bibliography Due 11/18
11/28	Continue Part 9 Individual Conferences: Phone, Online or Face-to-Face	Erikson's Eight Psychosocial Stages Life Story Due 12/4
12/5	Exam 4	Blackboard (8 am – 10 pm) DUE 12/7

Grading Policy:

Exams 4 @ 50 each	200
Annotated Bibliography	100
Assignments 8 @ 25	200
Total	500 points

Assignment Descriptions

Part 1: **25 points**

Critical Review of a Research Report/Study

Locate, review, and critique a research article of related to a topic dealing with development. The chosen report should reflect your areas of interest or specialized study. Summarize the article briefly; the main objective of the assignment is the critical review of the elements of research, the data, the interpretation, and your own discussion of the report's content. (Refer to Chapter 1 for a review of research.)

Suggestions:

1. Choose an article published during the last ten years from a professional journal. (No magazines, please.) Select an article of interest to you and/or which is related to development and your field of interest/study.
2. The article should be a report of a study, empirical research, and should be at least five (5) pages in length. Please attach a copy of the article with your critique.
3. Submissions will require **APA Style.** (See the APA Style manual, *The Publication Manual of the American Psychological Association*, Sixth Edition (2009).

*Additional instructions regarding your submission can be found on Bb.

Theory: Graphic Representation

There are several theories/theorist discussed in relation to human development. After reviewing chapter content and/or supplemental resources, design a graphic or utilize a graphic organizer to represent the major theories covered. Post your design through the Blog function in Bb and take the time to explain your submission to your classmates…and, don't forget to make comments on their work as well!

Part 2: **25 points**

Cystic Fibrosis

Cystic fibrosis is a severe and deadly genetic disease affecting one in 1,200 children. Though research has identified the gene that causes cystic fibrosis, there is great need for continued research. View the following video on CF and post a personal reflection on Discussion Board.

Reducing Prematurity Risk

The text identifies nine causes of prematurity. You will each be assigned one of the risk factors of which you will research and write a plan, including examples, of how an expecting parent could reduce that risk factor to ensure a full-term infant. Your plan can be manifested in various forms. For example, you may create a brochure, a short PSA (Public Service Announcement), training or workshop idea, etc…

Part 3: **25 points**

The Impact of Poverty

Children born into poverty often lack adequate health care; consequently, they experience more health problems and relatively poor nutrition. View the video link and respond on Discussion Board. Include how this information directly relates to your field of interest/study.

Part 4: **25 points**

Language Observation

Meaning, learning, and understanding should be considered in relation to the action of contexts. Consequently, learning is a process mediated by the child and the co-participants in a community and/or social setting. Lave and Wenger (1991) refer to this process as *legitimate peripheral participation*. They argue that learning takes place when children master knowledge and skills, moving them toward full participation in the sociocultural practices of their community. To assist your developing knowledge about language, there are two articles and a handout located in the course information section of Bb. (Folder: Functions of Language). You will participate in an observation of young children, optimally between the ages of 2 and 4. Choose a community-based setting where you might frequently find children. Include in your observation the role of the adult(s) that are present. The format of your observation is completely up to you, though I will be looking for grounding from characteristics discussed in the text, Halliday's functions of language or Barclay's information. Utilize your resources to substantiate your ideas. Upon completion of your observation, post it in the assignment section of Bb.

Part 5: **25 points**

Moral Development: Kohlberg & Gilligan

Read the article, *Moral Development: Lawrence Kohlberg and Carol Gilligan* (posted in Blackboard). Use the Blog function to respond. Include your own personal feelings and justification regarding moral development. When possible, utilize Kohlberg and Gilligan to substantiate your POV (point of view).

What are They Watching?

Research shows parental influence is one of the single greatest influences on a child's behavior when children are 7 to 12 years of age. The changing relationships of children with their families and peers begin to reflect a lessening of parental influence and an increase in the influence of peers in this same age group. Social trends and media access are also a contributing factor in choices children make during this time. One of the most interesting aspects of television viewing is that many times we do not actively engage in analyzing or even thinking about what we watch. Programs follow one another, and often we are engaged in other activities simultaneously, or we attend to other tasks. For your assignment, mindfully explore the "hooks" that programs use to increase the likelihood of continued viewing. Choose one or two primetime television shows, for a total of one-hour viewing. It might be a program that you normally watch or one(s) that is new to you. Create a tally sheet that contains categories of **your** choosing. For example, sex (explicit

or implied); violence (directly shown or indirectly presented); language, etc. Summarize accounts of behaviors shown in programming. Discuss the purpose of the relative counts and the messages conveyed by the specific behaviors presented. Offer a summary of your viewing that draws conclusions about parental and adult supervision of common network programming.

Part 6:
Friends: The Role of Peer Influence Across Adolescent Risk Behaviors
Access this article in the Assignment section of Bb.

Part 7: **25 points**
Lifestyle Diary
Because of the vast impact of lifestyle choices on health and longevity, studies have been conducted to determine the persistence of young adults' choices in their middle and later adult years (e.g., smoking). Your assignment is to keep a lifestyle diary for one to two weeks. Have entries include food consumed, organized exercise, alcohol consumption, personal choices (e.g., walking instead of driving to class), leisure activities, etc. At the conclusion of your documentation, evaluate your current behavior and determine areas of desired change. You will submit your entries along with your personal evaluation.

Part 8: **25 points**
Coping Responses to Stress
Our reactions to stressful situations partly cause the harmful effects of long-term stress. Individual differences in temperament and life experiences contribute to our coping responses. The extent to which someone perceives control over a situation also alters the stress response. In 1959, Friedman and Rosenman identified behavior patterns that indicate differential responses to stress, one of which is more likely to lead to stress-related cardiovascular disease. A highly competitive drive, impatience, hostility, and rapid speech characterizes the Type A pattern of behavior. The Type B pattern of behavior is less competitive, less hostile, patient, tolerant, and more easygoing in general. Think about a situation that caused you stress and whether your personal behavior patterns correspond to those identified by Friedman and Rosenman. Share your story in the Journal (private) section of Blackboard.

Part 9: **25 points**
Erikson's Eight Psychosocial Stages Life Story
One way to understand the meaning of aging is to look at a single life story. This approach provides a personal look at the aging process. Make arrangements to interview an elderly person. Try to incorporate Erikson's eight psychosocial stages of development into the interview. Afterward, write about the elderly person's lifetime experiences. Include how the person resolved or did not resolve each psychosocial stage in the lifespan. The paper should include a discussion of the person's current psychosocial crisis of integrity versus despair. Provide a thoughtful analysis of whether that person has reached integrity, and, if not, what life experiences prevent him or her from doing so.