

Educational Psychology 5050/6050  
Lifespan Development  
Summer 2014

Orson Spencer Hall 136  
4:30-8:00 PM; Mondays and Wednesdays  
May 12 – June 18

**Instructors:**

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Hours: Before and after class and by appointment

**General Course Description**

This course will focus on providing students with a broad overview of human development theories as they pertain to the development of children, adolescents, and adults. A variety of influential development theories will be examined with the goal of providing a general understanding of prominent developmental theories, a framework for comparing and contrasting various theories and finding practical real world applications. This course will consist of a combination of lectures, in-class discussions, and independent activities.

**Course Objectives**

By the completion of this course, participants will be able to:

1. Have a working familiarity with the primary theoretical approaches in developmental psychology.
2. Identify criteria to critically and objectively evaluate various theories.
3. Compare and contrast theories and their application to current issues in lifespan development.
4. Identify research methods for evaluating developmental theories.

Course activities encompass a variety of formats to enable participants to integrate material and interact with fellow class participants. To facilitate discussion and understanding of the concepts, it is imperative that students complete assigned readings prior to class and be active participants in class discussions and small group activities.

**Student Expectations**

- Students are expected to attend class and be on time.
- Students are expected to actively participate in class and present their own viewpoints regarding course material.
- Students are expected to turn in assignments on time.
- Students are expected to access email, Marriott library article databases, and Canvas.
- Students are expected to turn off (or place on silent) cell phones and refrain from texting, surfing the internet, or checking email for each class session.

**Academic Honesty**

It is expected that students will adhere to generally accepted standards of academic honesty, including, but not limited to: refraining from cheating, plagiarizing, misrepresenting one's work, and/or

inappropriately collaborating with others. Students will also be expected to adhere to the prescribed professional and ethical standards of the discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession for which the student is preparing may be subjected to academic sanctions as per the University of Utah's Student Code.

### **Accommodations**

The University of Utah's Department of Educational Psychology seeks to provide access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building (801-581-5020), to make arrangements for accommodations.

### **Required Text**

Green, M. & Piel, G. A. (2010). *Theories of human development: A comparative approach* (2nd ed.). Boston, MA: Allyn & Bacon.

Additional required readings are available on Canvas and the Marriott Article Databases.

### **Online Component**

This course utilizes Canvas as an online tool to access information, submit assignments, and communicate with others in the course. The syllabus, lecture slides, assignments and additional course materials can be accessed through Canvas. Additional readings may be found via the Marriott Library Article Databases.

To log on to Canvas go to: <https://utah.instructure.com> Use your UNID and password to log in. If you need technical assistance, contact the Campus IT Help Desk at (801) 581-4000 for computer and browser technical issues. Or for assistance with Canvas contact the TACC Helpdesk at (801) 585-5959, Monday-Friday, 8am - 5pm.

To access the Marriott article databases, go to <http://www.lib.utah.edu/> and select 'research databases.' From there, you can choose to browse by subject (e.g. psychology) or by name (e.g. Ebscohost). Recommended databases include PsycINFO, PsycARTICLES, Psychology and Behavioral Science Collection, Academic Search Premier, and MEDLINE.

### **Technology Statement**

This course relies heavily on access to computers, specific software, and the Internet. At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies or acceptable excuses. Technology problems will not normally be accepted as excuses for unfinished work or failure to participate in group discussions. Count on problems occurring and protect yourself by doing the following:

- Plan ahead – start early, particularly if scarce resources are required
- Save work often – at least every ten minutes
- Make regular backups of files in a different location from the originals
- Save drafts of work at multiple stages
- Practice safe computing when surfing the web and checking email
- On your personal computer, install and use software to control viruses and malware

## Assignments

1. **In class participation**: Students are expected to attend class and participate in class discussions and small group activities. Being actively involved in the learning process results in a more effective learning experience for everyone. Participation in class will be part of your grade. Students will be allowed two absences over the course of the summer with no impact to their grade.
2. **Discussion Questions**. Each week, students will prepare a minimum of 2 discussion questions (one per topic) to share with the class. The discussion questions should cover either the readings for the week or the journal article being reviewed that class period (see Journal article review assignment below).
  - \* Discussion questions are **DUE by 5:00 p.m. on the Sunday** prior to the week's class for which the respective topic is to be discussed. A minimum of 1 question per class period is required.
  - \* Students should send their discussion questions electronically via an email attachment II (preferably in a Word  
provide a summary of those questions (with authors identified) to rest of the class.
  - \* Questions that are submitted late (past the Sunday 5 p.m. deadline) will *not* be accepted and will result in a 0 grade for that assignment.
3. **Journal article review**: Each student will present a brief oral summary of a recent (published within 15 years) empirical article that relates to one of the theoretical topics throughout the semester. Potential articles can be found in the "Suggested Reading" section of the text; other articles must be approved one week prior to the related class topic. Students should email their chosen article to the instructor by **5:00pm on the Friday** prior to their selected class. The instructor will distribute the article to the rest of the class electronically. Students will present the summary in class immediately preceding the corresponding core lecture. Each summary must include a summative conclusion framed in the format of a question. This conclusion will be included as a multiple choice exam item.
4. **Written paper**: All students will submit a formal written paper based on their course section (see below). In addition, each student will give a brief 5-10 minute presentation of their experiences or research findings on June 16th. Paper topics or ideas are due by May 21, and a written update of progress on the paper is due June 4<sup>th</sup>. All written assignments should be double-spaced and follow APA format. Students requiring assistance with APA formatting are encouraged to get help from the instructors prior to submitting written work.
  - a. EDPS 5050: Each student will complete an annotated bibliography covering 5 published research articles relevant to an agreed upon topic that is relevant to child/adolescent development. Annotated bibliographies should be between 3-5 pages in length and follow APA format (see Publication Manual of the American Psychological Association, 6<sup>th</sup> ed.). Topics must receive prior approval by the instructor. The annotated bibliography is due Monday, June 16<sup>th</sup>.
  - b. EDPS 6050: Each student will complete a comprehensive empirical review of a mutually agreed upon topic that is relevant to child/adolescent development. This review should critically analyze the published research literature base in an area of child/adolescent development of interest. Each review paper should be approximately 8-10 pages in length and follow APA format (see Publication Manual of the American Psychological

Association, 6<sup>th</sup> ed). Topics must receive prior approval by the instructor. Try to define your topic as clearly and precisely as possible. The review paper is due Monday, June 16<sup>th</sup>.

5. **Exams:** Three examinations will be given that cover the assigned readings, lectures, and in-class presentations. Exams for students enrolled in EDPS 5050 will consist of multiple-choice and matching questions. Exams for students enrolled in EDPS 6050 will consist of multiple-choice, matching, and short-answer/essay questions. In the event you must be absent from an exam, it will be your responsibility to notify your instructor ahead of time so that alternate arrangements may be made.

### Assignment Due Dates

Exam 1	May 21 <sup>st</sup>
Topics for Empirical Paper	May 21 <sup>st</sup>
Journal Article Review	As assigned
Exam 2	June 4 <sup>th</sup>
Written Paper	June 16 <sup>th</sup>
Exam 3	June 18 <sup>th</sup>

### Grading

All course requirements (including in-class participation) will be considered in the final grade. It is imperative that students adhere to the assigned due dates. Ten percent will be deducted for any assignments turned in late, with an additional 10% deduction for each additional day late. If you have an emergency or pressing issue, please let the instructor know beforehand so that arrangements may be made to accommodate your situation.

#### Point Assignments for 5050/6050:

In Class Participation/Discussion Questions	50 points
Journal Article Review	50 points
Written Paper/presentation	100 points
Exams	300 points
<b>TOTAL</b>	<b>500 points</b>

<i>Grading Scale</i>	
95-100%	A
90-94%	A-
87-89%	B+
83-86%	B
80-82%	B-

Opportunities for extra credit may be given sporadically throughout the semester.

### Course Outline

The following schedule is tentative and subject to revisions and amendments as needed. G&P indicates the course textbook, by Green and Piel,

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings</b>
May 12 <sup>th</sup> (Monday)	Review of Syllabus and Course Req. Introduction to Life Span Theory	
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May 14 <sup>th</sup> (Wednesday)	Socio-Biological Theory Evaluating Theories	G & P Chapter 5 Gardiner (2001) G & P Chapter 2 McDevitt & Ormrod (2002)
May 19 <sup>th</sup> (Monday)	Developmental Research Methods Attachment and Temperament Theory	G & P Chapter 1 G & P Chapter 6 Mangelsdorf & Frosch (2000)
May 21 <sup>st</sup> (Wednesday)	<b>EXAM 1</b>	<b>TOPIC FOR PAPER DUE</b>
May 26 <sup>th</sup> (Monday)	Memorial Day, No Class	
May 28 <sup>th</sup> (Wednesday)	Learning Theories Cultural-Historic Theory	G & P Chapter 7 G & P Chapter 9
June 2 <sup>nd</sup> (Monday)	Psychoanalytic Theory Psychosocial Theory	G & P Chapter 3 G & P Chapter 4
June 4 <sup>th</sup> (Wednesday)	<b>EXAM 2</b>	<b>PAPER UPDATE DUE</b>
June 9 <sup>th</sup> (Monday)	Social-Cognitive Theory Cognitive-Development Theory	G & P Chapter 8 G & P Chapter 10
June 11 <sup>th</sup> (Wednesday)	Moral Development Theory Integrating Theories of Development	G & P Chapter 11 G & P Chapter 13
June 16 <sup>th</sup> (Monday)	Presentations of papers Review for final	<b>PAPERS DUE</b>
June 18 <sup>th</sup> (Wednesday)	<b>EXAM 3</b>	

### Expanded References

- Gardiner, H.W. (2001). Culture, context, and development. In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp. 101-117). New York, NY: Oxford University Press.
- Mangelsdorf, S. C., & Frosch, C. A. (2000). Temperament and attachment: One construct or two? In H.W. Reese (Ed.), *Advances in child development and behavior* (Vol. 28, pp. 181-220). San Diego, CA: Academic Press.
- McDevitt, T.M., & Ormrod, J.E. (2002). Role of research in the study of development. In *Child development and education* (pp. 36-63). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Stein, D. S., Blum, N. J., & Barbaresi, W. J. (2011). Developmental and behavioral disorders through the life span. *Pediatrics*, *128*(2), 3-373.