

Life-Span Developmental Psychology (PY 652)
Syllabus subject to change
Fall 2012

Tuesdays & Thursdays 9:30-10:45 pm; GP 347

Professor:

Dr. Rebecca S. Allen

Office: 204 Osband Hall or 248A Gordon Palmer

Office Phone: 348-9891 Departmental Phone: 348-5083

Email: rsallen@ua.edu

Office Hours: By appointment

Teaching Assistant (applicable Fall 2012 ONLY):

Lisa Beck

Office: 254A Gordon Palmer

Office Phone: Do not have one Departmental Phone: 348-5083

Email: lnbeck@crimson.ua.edu

Office Hours: By appointment

Texts:

Required:

Newman, B. M. & Newman, P. R. (2007). *Theories of Human Development*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Berk, L. (2010). *Development through the Lifespan* (5th Edition). Boston, MA: Allyn & Bacon.

Electronic and downloadable articles will be available.

Course Description:

This course will provide an overview of theories and empirical research on a range of different topics in life-span developmental psychology. In the first part of the course, we will discuss various theories of developmental psychology (e.g., cognitive-developmental, learning theory, psychoanalytic, ethological, and ecological). *Theories of Human Development*, along with additional readings made available via email, will be the text for this first section of the course. In the second part of the course, we will explore empirical findings related to cognitive, emotional, and social development across the life-span. The basis of this section of the course will be Berk's *Development Through the Lifespan* (5th Edition). A selection of journal articles also will be required readings for this section of the course and will be available online or via email.

Course Objectives:

At the conclusion of this course, students should be able to:

- 1) Understand the basic developmental patterns and typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood.
- 2) Describe major developmental theories and be able to identify how these theories apply to everyday examples of human development.
- 3) Describe "development" as normative changes with aging and differentiate normative change from non-normative change.
- 4) Use research strategies to investigate human development as well as use critical thinking skills necessary to evaluate the results and conclusions drawn from such research.
- 5) Think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.

Academic Misconduct Policy:

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise, or activity.

- (1) Cheating--using or attempting to use unauthorized materials, information, study aids, or computer-related information.
- (2) Plagiarism--representing the words, data, pictures, figures, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
- (3) Fabrication--presenting as genuine any invented or falsified citation or material.
- (4) Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Attendance Policy:

Attendance is required. You will be expected to incorporate lecture materials into your papers and exams. Please participate in class by asking questions and contributing to discussion. Ten percent of your grade will be based on class participation. Multiple absences will affect your class participation grade.

Electronic Communication Policy:

Please turn off your cell phones/iphones/blackberries/androids/whatever when you come into the classroom, and use your laptops/notebooks/whatever only for purposes immediately relevant to the class discussion (i.e., making notes, looking up information to assist in class discussion). Texting, social networking (i.e., facebook, etc), checking email, web surfing, and similar activities that have and have not yet been invented are inappropriate.

Emergency Policy:

The primary University communication tool for sending out information is the web site www.ua.edu. Students should consult this site as soon as they can in an emergency. In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Accommodations:

To request disability accommodations, please contact the Office of Disability Services at 348-4285. After the initial arrangements are made with that office, contact me regarding services. The Disability Services Office is located at 133B Martha Parham East.

Course Requirements (4):

Midterm Exam: There will be a midterm at the end of the first section of the course covering theories of developmental psychology. The midterm will be an “in-class” exam composed of short answer questions (approximately 10 of these) and one long answer question. This will be an “open book” exam. The midterm exam is scheduled for **Thursday, September 29th**.

Class Discussion Questions: Each class will be accompanied by discussion questions (at least 1 but preferably 2) submitted by 5 pm the day before class to help organize discussion of the topic. For each class that you submit questions you will receive 1 point toward your participation grade. This results in 20 out of 15 possible points, so you can “make up” for lost points on other assignments in class by diligently submitting discussion questions for each class.

Reaction Papers (see grading rubric): During the second section of the class, you will be asked to write short (2-3 pages, double spaced) papers that summarize and give your impressions of the week’s readings and class discussion. The purpose of these papers is to provide an opportunity for students to think critically about recent theoretical or empirical research. The paper should incorporate a critique of something that you have read or it can suggest a novel approach (an alteration to a theory or an idea for a new study) to some problem discussed in the readings. The paper should demonstrate that you have done the readings AND thought about them. Only one paper should be submitted for any given week of class. More specific details are provided in the attached handout. **TWO reaction papers will be required.** There are ten weeks during the second section of the course: 5 weeks on children to emerging adulthood and 5 weeks on adulthood and aging. You must turn in 1 paper in each of these topical sections. Papers must be turned in on the topics discussed during the current week and are due electronically by midnight Friday (e.g., 11:59 p.m.).

Behavioral Observation Papers (see grading rubric): Throughout the class, you will be asked to write short (3 pages, double spaced) papers that summarize and describe your observations of normative development at particular points in the lifespan. In order to reduce the number of students observing at any particular site, the class will be divided into four groups of three to four students each. The purpose of these papers is to provide an opportunity for students to integrate the readings with skills-based practice of observational techniques to identify normative and non-normative behavior. The paper should demonstrate clearly that you have conducted the observation AND thought about normative and non-normative lifespan development. More specific details are provided in the attached rubric. **FOUR behavioral observation papers will be required (Infants-toddlers; Childhood; Adulthood; Older Adulthood).** Papers are due electronically by midnight Friday (e.g., 11:59 p.m.).

Grading Policy:

Your final, overall grade will be based on the following breakdown:

Class Participation and Discussion Questions: 15%
Midterm: 25%
Reaction Papers: 20%
Behavioral Observation Papers: 40%

Behavioral Observation Papers: Throughout the class, you will be asked to write short (3 pages, double spaced) papers that summarize and describe your observations of normative development at particular points in the lifespan. In order to reduce the number of students observing at any particular site, the class will be divided into four groups of three to four students each. The purpose of these papers is to provide an opportunity for students to integrate the readings with skills-based practice of observational techniques to identify normative and non-normative behavior. The paper should demonstrate clearly that you have conducted the observation AND thought about normative and non-normative lifespan development. More specific details are provided in the attached rubric. **FOUR behavioral observation papers will be required (Infants-toddlers; Childhood; Adulthood; Older Adulthood).** Papers are due electronically by midnight Friday (e.g., 11:59 p.m.).

Groups / Names	Beh Obs Paper 1	Beh Obs Paper 2	Beh Obs Paper 3	Beh Obs Paper 4
Group 1: 1. Xinying Ang 2. Becca Kastner 3. Shannon Murphy	Infants-toddlers	Childhood	Adulthood	Older Adulthood
Group 2: 1. Casey Azuero 2. Evan Kennedy 3. Rachel Rock	Older Adulthood	Infants-toddlers	Childhood	Adulthood
Group 3: 1. Ami Bryant 2. Jacklyn Nagle 3. Bobby Zamora	Adulthood	Older Adulthood	Infants-toddlers	Childhood
Group 4: 1. Melike Eger 2. Jessy Minney 3. Julie Woosley	Childhood	Adulthood	Older Adulthood	Infants-toddlers

- UA Day Care (**Robin Hollingsworth-348-0589; 348-7932**) – get grad school background checks; only able to observe between 8 to 11:30 a.m. and 2:30 to 5 p.m.
 - Kids first Day care (**Barbara Brown**) 758-8080
 - YMCA After School Program (Barrett Blair) (205) 345-9622
- Walt Larisey YMCA of Tuscaloosa (205) 345-YMCA ext 116 or waltlarisey@ymcatusc.org
FOCUS on Senior Citizens (Janet Zeanah) (205) 758-3393

The following table consists of first year students, who are also divided into teams for community-based behavioral observations. Certainly you are all new (or most of you are new) to the Tuscaloosa area. Therefore, the GTA, Lisa Beck, will assist each team with organizing, planning, and implementing each Behavioral Observation assignment. We will all work together to maintain effective and positive team functioning.

Groups / Names	Beh Obs Paper 1	Beh Obs Paper 2	Beh Obs Paper 3	Beh Obs Paper 4
Group 1: 1. Phoebe Block 2. Michelle Jones 3. Caitlan Tighe 4. Alexandria (Al) Johnson	Infants-toddlers	Childhood	Adulthood	Older Adulthood
Group 2: 1. Rachel Delacey 2. Lisa Mieskowski 3. Benjamin Van Dyke 4. Hannah Rapport	Older Adulthood	Infants-toddlers	Childhood	Adulthood
Group 3: 1. Natalie Harrison 2. Cameron Powell 3. Jordan Williams	Adulthood	Older Adulthood	Infants-toddlers	Childhood

Schedule of Classes and Readings

Section 1: Theories of Developmental Psychology

<u>Date</u>	<u>Topics and Readings</u>
August	
23	Introduction to Developmental Theories <ul style="list-style-type: none">Newman & Newman, Chapter 1 (pp. 3-13)
28	Evolutionary Theory and Ethology <ul style="list-style-type: none">Newman & Newman, Chapter 2 (pp. 19-45)
30	Cognitive Developmental Theory <ul style="list-style-type: none">Newman & Newman, Chapter 4 (pp. 81-119)
September	
4	Cognitive Social-Historical Theory <ul style="list-style-type: none">Newman & Newman, Chapter 9 (pp. 241-268)
6	Psychosocial Theory <ul style="list-style-type: none">Newman & Newman, Chapter 8 (pp. 211-239)
11	Learning Theories <ul style="list-style-type: none">Newman & Newman, Chapter 5 (pp. 125-158)
13	Social Role Theory <ul style="list-style-type: none">Newman & Newman, Chapter 6 (pp. 159-184)
18	BEHAVIORAL OBSERVATION PAPER 1 DUE Life Course Theory <ul style="list-style-type: none">Newman & Newman, Chapter 7 (pp. 185-206)
20	Socioemotional Selectivity Theory and the Strength and Vulnerability Integration Model <ul style="list-style-type: none">Carstensen, L.L., Isaacowitz, D.M., & Charles, S.T. (1999). Taking time seriously. A theory of socioemotional selectivity theory. <i>American Psychologist</i>, 54 (3), 165-181.Charles, S. T. (2010). Strength and vulnerability integration: A model of emotional well-being across adulthood. <i>Psychological Bulletin</i>, 136(3), 1068– 1091.
25	Dynamic Systems Theory & Kohlberg's Theory of Moral Development and Response <ul style="list-style-type: none">Newman & Newman, Chapter 10 (pp. 270-298)Crain, Chapter 7 (pp. 151-173)
27	MIDTERM (open book honors system 2 hrs MAX due by midnight CST)

Section 2: Selected Topics in Lifespan Development

Note: AT LEAST SOME OF THESE READINGS WILL CHANGE AS I UPDATE SOME TOPICS AND WE DECIDE AS A CLASS TO DROP TOPICS OR ADD GREATER EMPHASIS TO A TOPIC. THERE WILL BE "CHECKS" THROUGHOUT THE SEMESTER.

Note: Each class will be accompanied by discussion questions (at least 1 but preferably 2) submitted by 5 pm the day before class to help organize discussion of the topic. For each class that you submit questions you will receive 1 point toward your participation grade. This results in 20 out of 15 possible points, so you can "make up" for lost points on other assignments in class by diligently submitting discussion questions for each class.

Note: Reaction papers begin.

<u>Date</u>	<u>Topics</u>
October <u>WEEK 1</u>	
2	Prenatal Development, Birth, and the Newborn Baby: Connecting the Science of Child Development to Public Policy <ul style="list-style-type: none">• Berk, Chapter 3 (pp. 78-117)• Huston, A.C. (2008). From research to policy and back. <i>Child Development, 79</i>, 1-12.
4	NO CLASS – MID-SEMESTER BREAK
<u>WEEK 2</u>	
9	Infancy & Toddlerhood: The First Two Years Physical Development <ul style="list-style-type: none">• Berk, Chapter 4 and 5 (pp. 118-149; pp. 150-181)• Belsky, J., Vandell, D.L., Burchinal, M., Clarke-Stewart, K.A., McCartney, K., Owen, M.T., & The NICHD Early Child Care Research Network. (2007). Are there long-term effects of early child care? <i>Child Development, 78</i>, 681-701
11	Infancy & Toddlerhood: The First Two Years Cognitive Development <ul style="list-style-type: none">• Tomasello, M. & Carpenter, M. (2007). Shared intentionality. <i>Developmental Science, 10</i>, 421-425• Meltzoff, A.N. (2007). 'Like me': A foundation for social cognition. <i>Developmental Science, 10</i>, 126-134.• Spelke, E.S. & Kinzler, K.D. (2007). Core knowledge. <i>Developmental Science, 10</i>, 89-96.• Pika, S. & Zuberbühler, K. (2008). Social games between bonobos and humans: Evidence for shared intentionality? <i>American Journal of Primatology, 70</i>, 207-210.
<u>WEEK 3</u>	
16	Infancy & Toddlerhood: Emotional and Social Development, Temperament and Self-Regulation <ul style="list-style-type: none">• Berk, Chapter 6 (pp. 182-214)• Berger, A., Kofman, O., Livneh, U., & Henik, A. (2007). Multidisciplinary perspectives on attention and the development of self-regulation. <i>Progress in Neurobiology, 82</i>, 256-286.

18 **BEHAVIORAL OBSERVATION PAPER 2 DUE**

Middle Childhood: Emotional and Social Development, Bullying

- Dooley, J.J., Pyzalski, J., & Cross, D. (2009). Cyberbullying vs. face-to-face bullying: A theoretical and conceptual review. *Journal of Psychology, 217(4)*, 182-188.
- Olweus, D. (2003). A profile of bullying at school. *Educational Leadership, 12-17*.

WEEK 4

23 **Middle Childhood and Peer Relationships**

- Berk, Chapter 10 (pp. 328-359)
- Kingery, J. N., Erdley, C. A., Marshall, K. C., Whitaker, K. G., & Reuter, T. R. (2010). Peer experiences of anxious and socially withdrawn youth: An integrative review of the developmental and clinical literature. *Clinical Child and Family Psychology Review, 13(1)*, 91-128.

25 **Prenatal Development to Adolescence: Alcohol Effects, Physical and Cognitive Changes**

- Berk, Chapter 11 (pp. 360-399)
- Foltran, F., Gregori, D. Franchin, L., Verducci, E., & Giovannini, M. (2011). Effect of alcohol consumption in prenatal life, childhood, and adolescence on child development. *Nutrition Reviews, 69(11)*, 642-659.

WEEK 5

30 **Adolescence: Emotional Functioning and Identity Development**

- Hawton, K., Saunders, K.E.A., & O'Connor, R. C. (2012). Self-harm and suicide in adolescents. *Lancet, 379*, 2373-2382.
- Pfeifer, J.H., & Peake, S.J. (2011). Self-development: Integrating cognitive, socioemotional and neuroimaging perspectives. *Developmental Cognitive Neuroscience, 2*, 55-69.

November

1 **Childhood to Emerging Adulthood: Cognitive and Emotional Changes**

- Berk, Chapter 14 (pp. 462-499)
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens *American Psychologist, 55*, 469-480.
- Sander, M.C., Werkle-Bergner, M., Gerjets, P., Shing, Y.L., & Lindenberger, U. (2012). The two-component model of memory development, and its potential implications for educational settings. *Developmental Cognitive Neuroscience, 2S*, S67-S77.

WEEK 6

6 **Marriage and the Family**

- Berscheid, E. (2010). Love in the fourth dimension. *The Annual Review of Psychology, 61*, 1-25.
- Bouris, A., Guilamo-Ramos, V., Pickard, A., Shiu, C., Loosier, P.S., Dittus, P., Gloppen, K., & Waldmiller, J.M. (2010). A systematic review of parental influences on the health and well-being of lesbian, gay, and bisexual youth: Time for a new public health research and practice agenda. *Journal of Primary Prevention, 31*, 273-309.

8 **Parenthood and Postponement of Parenthood**

- Majdandžić, M., de Vente, W., Feinberg, M.E., Aktar, E., & Bögels, S.M. (2012). Bidirectional associations between coparenting relations and family member anxiety: A review and conceptual model. *Clinical Child and Family Psychology Review, 15*, 28-42.

- Schmidt, L., Sobotka, T., Bentzen, J.G., & Anderson, A.N. (2012). Demographic and medical consequences of the postponement of parenthood. *Human Reproduction Update*, 18(1), 29-43.

WEEK 7

13

Personality Development across Adulthood

- Berk, Chapter 16 (pp. 530-561)
- McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517-542.
- Luhmann, M., Hofmann, W., Eid, M., & Lucas, R.E. (2012). Subjective well-being and adaptation to life events: A meta-analysis. *Journal of Personality and Social Psychology*, 102(3), 592-615.

15

BEHAVIORAL OBSERVATION PAPER 3 DUE

Issues in Mid-to-Late Life Sexuality

- DeLamater, J. (2012). Sexual expression in later life: A review and synthesis. *Journal of Sex Research*, 49, 125-141.
- Lindau, S. T., & Gavrilova, N. (2010). Sex, health, and years of sexually active life gained due to good health: Evidence from two US population based cross sectional surveys of ageing. *British Medical Journal*, 340 online first, 1-11.

HAVE SOMEONE SHOW STILL DOING IT – RSA and others at the Gerontological Society of America Annual Meeting

WEEK 8

20

Cognitive Changes across Late Adulthood

- Berk, Chapter 17 (pp. 562-601)
- Kremen, W.S., Lachman, M.E., Pruessner, J.C., Sliwinski, M., & Wilson, R.S. (2012). Mechanisms of age-related cognitive change and targets for intervention: Social interactions and stress. *Journal of Gerontology: Medical Sciences*, 67(7), 760-765.

22

NO CLASS – HAPPY THANKSGIVING!

WEEK 9

27

Emotional and Social Development in Late Adulthood

- Berk, Chapter 18 (pp. 602-637)
- Mather, M. (2012). The emotion paradox in the aging brain. *Annals of the New York Academy of Sciences*, 1251, 33-49.
- Ong, A.D., Bergeman, C.S., & Boker, S.M. (2009). Resilience comes of age: Defining features in later adulthood. *Journal of Personality*, 77(6), 1777-1804.

29

Caregiving

- Monin, J. M., & Schulz, R. (2009). Interpersonal effects of suffering in older adult caregiving relationships. *Psychology and Aging*, 24, 681-695.
- Ritchie, C.S., Roth, D.L., & Allman, R.M. (2011). Living with an aging parent: "It was a beautiful invitation." *Journal of the American Medical Association*, 306(7), 746-753.

Medical Decision Making

- Kelly, B., Rid, A., & Wendler, D. (2012). Systematic review: Individuals' goals for surrogate decision-making. *Journal of the American Geriatrics Society*, 60, 884-895.
- Melhado, L., & Bushy, A. (2011). Exploring uncertainty in advance care planning in African Americans: Does low health literacy influence decision making preference at end of life? *American Journal of Hospice and Palliative Medicine*, 28(7), 495-500.

BEHAVIORAL OBSERVATION PAPER 4 DUE

Death and Dying

- Berk, Chapter 19 (pp. 638-667)
- Bailey, F. A., Allen, R. S., Williams, B. R., Goode, P. S., Granstaff, S., Redden, D. T., & Burgio, K. L. (2012). Do-Not-Resuscitate orders in the last days of life. *Journal of Palliative Medicine*, 15(2), 751-759. DOI: 10.1089/jpm.2011.0321.
- Robinson, R. (2010). Registered nurses and moral distress. *Dimensions of Critical Care Nursing*, 29(5), 197-202.

Guidelines for Writing a Reaction Paper

What is a Reaction Paper?

A reaction paper is a short paper (no more than 3 double-spaced pages) that summarizes and critically evaluates the week's readings from your perspective. The purpose of the paper is to provide an opportunity to think critically about recent theoretical or empirical research in the area of lifespan development. For the best grade, the paper should include a developmental theory and can include a critique of something that you have read or it can suggest a novel approach (a testable alteration to a theory or an idea for a new study) to some problem discussed in the readings. The paper should demonstrate that you have done the weeks readings and thought about them. Note that you do not have to discuss every reading assigned during that week!

Examples of possible reaction papers include: using a developmental theory, compare and contrast the results of two articles that you have read for the course; critique a particular article's methodology or interpretation of their data; link something in the weekly readings to your own research interests; suggest an alternative way of studying the same question; or propose a study that could add additional information to the topic. Note that in all instances you should include a developmental theory.

Specific Instructions for Completing the Papers

1. **Length.** Your paper should be no more than 3 pages in length.
2. **Format.** Your papers must be typed and double spaced. Please leave 1-inch margins on all sides of the paper. Start each paper with a title and a short abstract followed by your essay. Put your name on the back of the last page of your paper.
3. **Title.** Give each essay a title chosen to communicate something relevant - to set the reader up for what follows.
4. **Abstract.** The abstract should not exceed 50 words. The title and abstract together should be a self-contained communication that makes your most important points to the reader without the reader having to read anything else. In other words, the reader should not have to read either your essay or any of the week's readings to grasp your main point.
5. **Essay.** In writing the essay, assume that the reader has already read the abstract. Even though it is an incorrect assumption, assume that the audience for your paper is someone who has not done the week's readings and who should be reading your essay for the purpose of learning about your topic. In other words, you should assume that you are writing for a graduate student who has the background that you had before doing the current week's readings. However, don't spend your entire paper summarizing the readings – this turns into a “book report.” Instead, you should be discussing your ideas or thoughts that developed from the readings using theories you have learned in class.

6. **Style.** Be careful with spelling, grammar, and form. Don't waste words, but also watch out for all of the "isms." It is relatively easy to find yourself using language that stereotypes others by mental or physical health, sex/gender, or age. By carefully choosing your words, you will be able to convey your ideas in no more than three pages. Give your essay an easily detectable organization. You can use paragraph headings if you feel this helps with your organization. Substance is the most important part of your papers, but form and style do help in communicating substance.
7. **References.** Follow APA style in citing any non-original observations that are included in your essays. However, if you are citing from the Newman and Newman or Berk texts, give the relevant page number (e.g., Newman & Newman, 2007, p. 65). You can cite work from outside of this course if it is relevant to your discussion of the weekly readings, but you don't need to do so. The main focus is on the readings assigned for this course. You should include a reference page attached to your papers if you cite anything that is outside of the course materials.
8. **Number of Papers.** Four reaction papers will be required. There are 9 weeks during the second section of the course: 4.5 weeks on children and adolescents and 4.5 weeks on parenthood, adulthood and aging. You may only turn in 1 paper each week and must turn in 2 total papers on childhood and adolescence and 2 total papers on adulthood and aging. Papers must be turned in on the topics discussed during the current week and are due by 4:45 p.m. (or before the office closes, whichever comes first) Friday afternoons in my mailbox in the main office of GP. Because you don't have to turn in a paper every week, I will not accept late papers.

Grading Policy/Rubric (in points; baseline is 60 points):

- Good title = 5 pts
- Good abstract = 5 pts
- Appropriate page length = 5 pts
- Pithy summary of article(s) that is (are) focus of paper = 5 pts
- Inclusion and reasoned incorporation of developmental theory = 10 pts
- Your own creative thoughts RE new study, application, method = 10 pts

- **LEARNER-CENTERED OUTCOME MATRIX**

Learning Outcome	Assessment
1. Understanding of the basic developmental patterns and typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood.	1a. In-class discussions (formative)
	1b. Reaction papers (formative)
	1c. Midterm and Final Exams (summative)
2. Describe major developmental theories and be able to identify how these theories apply to everyday examples of human development.	2a. In-class discussions (formative)
	1b. Reaction papers (formative)
	1c. Midterm and Final Exams (summative)
3. Use research strategies to investigate human development as well as use critical thinking skills necessary to evaluate the results and conclusions drawn from such research.	3a. In-class discussions (formative)
	3b. Reaction papers (formative)
	3c. Midterm and Final Exams (summative)
4. Think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.	4a. In-class discussions (formative)
	4b. Reaction papers (formative)
	4c. Midterm and Final Exams (summative)

Possible Books of Interest on Specific Topics

Intersex

Still Alice

The Spirit Catches You and You Fall Down

Odd Girl Out

The Emotional Life of Animals by Marc Beckoff