

**COUN/PSY 545**  
**Fall 2014**  
Wednesday 4:30-7:10

**Instructor:** Dr. Lacy Krueger

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**Office Hours:** Wednesday 3 – 4 pm (Metroplex); Tuesday and Friday 10 am – 12 pm (BIN 220)

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**Required Textbooks:** Essentials of Life-Span Development (3<sup>rd</sup> edition) by John W. Santrock (ISBN: 9780078035425)

**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. Selected articles will provide a more in-depth analysis on particular topics.

### 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 discussions of articles will also entail an integral part of the course. You will be reading recently published articles. While the Santrock chapters will provide you with a broad background, the articles will provide an in-depth investigation of particular topics related to the chapter readings. Furthermore, you will get a sense of how research is conducted (i.e., research methodology) and be asked to be a critical consumer of research when reading these articles.

### Course Assignments:

1. **Article Critique and Discussion Leader**– each student will select a *peer-reviewed* article published within the past 5 years in a psychology, counseling, or education journal. The discussion leader should upload the article to DocSharing in eCollege 2 weeks prior to the discussion leader date. No duplication among article discussion leaders is allowed (i.e., each student should have a different article to discuss.)

There are two parts to this assignment – a) an in-class discussion (discussion leader of the article), and b) an accompanying written critique of the article. As the discussion leader, you will lead the class in a discussion about the article for **15 minutes**. You may choose to prepare a powerpoint, handout with questions, or have a round-table discussion. It is up to the discussion leader as to how to format the discussion. Note that students will bring questions to class about the article to promote discussion of the articles. More information about the written critique is posted on 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. (Note: Exams will help with long-term retention of information. See Roediger and Karpicke, 2006, for a review.)
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 aforementioned course objectives*, bring to class with you each week a *typed* response to the following Reflection of Readings items:

- a) Article(s): A **question** to ask each discussion leader about his or her article.
- 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 with specific references to the text.)

\*\* 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. **Article Critique and Discussion Leader**
  - a. **Written Article Critique** – 20%
  - b. **Discussion Leader** – 10%
2. **Midterm Exam** – 20%
3. **Reflection on Readings** – 20%
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; Policy 13.02.99.R0.06*)

**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.* Reflections on Readings are required to be brought with you at the beginning of class. The written article critique is due at the beginning of class for your assigned discussion leader date.

**Exams:** Exams must be completed on the day that they are scheduled unless you have a university-approved excuse. In case of an emergency, contact me before class. Note that the instructor has the right to determine whether a makeup exam will be permitted.

**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 is prohibited.* If you bring a laptop to class, limit it to class-relevant use (e.g., typing notes, viewing assigned articles). *If you are engaging in off-task behaviors, note*

*that I will ask you to leave.* It is distracting to others, and it is discourteous to me and your classmates. *It is also expected that you will be on time for class and stay the entire time.* If you are going to be late, let me know ahead of time. I understand that this may happen once or twice in the semester, but it should not be a recurring event.

**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](mailto: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](mailto:StudentDisabilityServices@tamuc.edu).**

### TENTATIVE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>SANTROCK READING</u>	<u>ARTICLE &amp; DISCUSSION LEADERS**</u>	<u>ASSIGNMENTS</u>
8/27	Syllabus & course expectations	--	--	In-class signups for class discussion leader dates
9/3	Introduction to Major Theories & Research Methodology	Ch. 1	--	--
9/10	Biological Beginnings	Ch. 2	Article 1: _____ Article 2: _____	--
9/17	Infancy	Ch. 3 & 4	Article 1: _____ Article 2: _____	Reflection on Readings
9/24	Early Childhood	Ch. 5 & 6	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
10/1	Mid-Late Childhood	Ch.7 & 8	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
10/8	MIDTERM	--	--	In-class exam over Chapters 1-8 and

				articles
<b>10/15</b>	Adolescence	Ch. 9 & 10	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
<b>10/22</b>	Early Adulthood	Ch. 11 & 12	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
<b>10/29</b>	Middle Adulthood	Ch. 13 & 14	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
<b>11/5</b>	Late Adulthood	Ch. 15 & 16	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
<b>11/12</b>	Death, Dying, & Grieving	Ch. 17	Article 1: _____ Article 2: _____ Article 3: _____	Reflection on Readings
<b>11/19</b>	Review & Course Reflections	--	--	--
<b>11/26</b>	THANKSGIVING WEEK – Independent Study for Final Exam			
<b>12/3</b>	Final Exam	--	--	In-class exam over Chapters 1-17 and articles

**\*\* Note:** In the Article and Discussion Leaders column, Article 1: \_\_\_\_\_, Article 2: \_\_\_\_\_, and Article 3: \_\_\_\_\_ will be updated with the discussion leader name. There are 25 students enrolled in the course, and you will read 25 articles between 9/10-11/12.