

University of Washington, Tacoma
Education Program

Spring, 2000
Tuesdays 4:30-7 and on-line
DOU 160 and on-line

Special Topics: Human Development
TEDUC 591a
Ginger MacDonald, Ph.D.

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Appointments: upon request

Mission: The Education Program at UWT prepares reflective, collaborative practitioners who are grounded in best practices and sensitive to diversity issues.
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Course description:

This course takes a lifespan look at human development and the role of developmental processes in learning. Cognitive, social, and moral developmental issues are the focus, especially as they impact the classroom teaching and learning environment:

This course may be used as the prerequisite course in child psychology for the Teacher Certification Program. It may be used as an elective for any M.Ed. student.

Course objectives:

At the conclusion of this course, the student will:

1. Demonstrate knowledge and comprehension about lifespan psychological development and the relationship of developmental psychology to the educational setting.
2. Analyze and make applications using an integrated developmental perspective, seeking a synthesis and balance in terms of developmental issues in cognition, socialization, biology, morality, family, ethnicity, and spirituality.
3. Be sensitized to gender and ethnic differences in development.
4. Evaluate the developmental evidence from theory and research, and take positions on the key developmental issues.

Course format: This course is a combination Web-based and on-campus course. On-campus portions will be a combination of lecture and seminar discussion. On-line portions will be discussions between members based upon the professor's questions and class members' responses. There will be two in-class quizzes and one take-home final examination. These will be conceptual in nature. There is one field-based assignment, which will be reported in an in-class presentation.

Required text: Sigelman, C.K., (1999). Life-span Human Development (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Selections from journals (E-reserves) and books on reserve in library. See "Course Documents" on Blackboard for list.

Course requirements:

1) Developmental Interview

The following developmental interview must be videotaped. You must have written permission from the person (or parent if the child is a minor).

- 1) Choose a person
 - a) not in your family
 - b) not your age.
- 2) Set up an interview that builds in questions or measurement of this person's developmental stages. You must show a minimum of one developmental issue.
- 3) Write up your findings in a case study format. Analyze their current development with evidence, quotes, and perspectives from current developmental theory.
- 4) Present one aspect of this person's development in an oral presentation to the class. Choose a 5 minute clip of the video to aid in your presentation.

Turn in the written case.

Turn in the videotape.

2) Personal Development Paper: This paper is a personal account of your developmental journey to date. Choose one marker event in each of the following domains of your life: biological, social-affective, cognitive, moral, spiritual, family. These could be points of decision, awareness, or relationship changes.

Briefly,

- 1) Describe the event
- 2) Tell your age at its occurrence
- 3) Label it according to its developmental nature, using theoretical language with citations.
- 4) Describe how this event will influence your work as a teacher or other helping professional.

This paper should be typed, double spaced, approximately 10 pages in length. Use APA essay format (e.g., introduction, transitions, conclusions).

3) On-line and on-campus discussions:

Each week there will be several focus questions to direct your reading. You are to read the at the minimum, the assigned materials, and be prepared to discuss the questions. For the “on-line” weeks, the discussions will be conducted entirely on-line. For the on-campus weeks, the discussion will be held live, in class. The goal is not for competition or quantity of talk, but that the discussions will be based on your readings and all will participate in a quality manner. Personal and field based examples are desired as exemplification of points. Reading the required texts is prerequisite to participating in either discussion.

Many books and articles are on reserve for you in the library. It is recommended that you bring ideas from these into the weekly discussion.

For assigned readings marked X1, X2, etc., you must email me during the week they are assigned with the articles or chapters which you have read.

Example:

Week 3 Cognitive Development, I read the Dulit article and Chapter 5 in Ginsberg and Opper. Evidence of this should appear in your discussion.

Evaluation of Discussion:

Each person must respond to a minimum of 2 questions per week, with clear, well developed answers, supported by your readings. Each person must make at least 5 substantive replies per week to other student’s comments. It is a goal that we as a class will raise new questions not found in our reading. We will explore, explain, challenge and find evidence from the literature and our lives for each of the large topic areas.

Evaluation:

Task	Points available
Discussion participation (on-line and on-campus)	25
Personal developmental Paper	15
Developmental Interview	20
Quiz 1	10
Quiz 2	10
Final Exam	20
Total	100

Grading Criteria

A range (A, A-)

All is work is turned in and on time. Work shows clear evidence of going beyond the normal expectations for the course. Excellent use of APA format where appropriate. Excellent professionalism in oral and written work is consistent through all projects.

B range (B+, B, B-)

All work is turned in and on time. Oral and written work quality is average, or about the same as most other students. Consistent use of APA format where appropriate.

C range (C+, C, C-)

All work turned in, which may include some late work. Oral and written work is below the average for graduate students. Poor team collaboration may be evident here. Inconsistent use of APA format.

D range (D+, D)

Late or incomplete assignments. Poor editing of written work or lack of preparation of oral presentations. Poor to non-existent use of APA format. D is not an acceptable grade for master's or doctoral programs and the student may have to repeat the course.

UWT GRADE SCHEDULE

LETTER	%	UWT NUMERIC	LETTER	%	UWT NUMERIC
A	97- 100	4.0	C+	79	2.4
	94-96	3.9		78	2.3
A-	93	3.8	77	2.2	
	92	3.7	76	2.1	
	91	3.6	75	2.0	
	90	3.5	74	1.9	
B+	89	3.4	C-	73	1.5
	98	3.3		72	1.7
	87	3.2		71	1.6
B	86	3.1	70	1.5	
	85	3.0	D+	69	1.4
	84	2.9		68	1.3
	83	2.8		67	1.2
	92	2.7	D	66	1.1
	81	2.6		65	1.0
50	2.5	64		.9	
			D-	63-62	-8
				61-60	.7
			E	59	0

Grade Appeal: If you are dissatisfied with your final grade, the process for appeal is outlined in the University of Washington Catalog under Grading Procedures.

Disability services: If you would like to request academic accommodations due to a permanent or temporary physical, sensory, psychological/emotional or learning disability, please contact Lisa Tice, counselor for Disability Support Services (DSS).
692-4493 (voice), 692-4413 (TDD), email (ltice@u.washington.edu).

Pick up of papers: at end of quarter your final papers will be available from the receptionist in WCG 324.

Blackboard Information:

<http://www.blackboard.com/courses/TEDUC591a>

E-Reserves (find on “External Links” on Blackboard)

<http://ereserves.tacoma.washington.edu>

or—

UW Libraries Information Gateway → Get It → Course Reserves → Search by Professor

Your password for this quarter: 47286. This is for your class only.

Schedule

Month	Date	Topic	Required Readings	Optional Readings	Activity/Due	Place
March	28	Introduction to course, Blackboard, and Developmental Psychology	S: 1-2			DOU 160
April	4	Biological development	S: 3-6 1X	W		online
	11	Cognitive Development	S: 7-9 HPR: pp. 17-39 1X	EF,GO	Quiz #1	DOU 160
	18	Social/Affective Development Gender Development Ethnic Identity Development	S: 10-11, 13 AMS: 2 1X	L1 L2 E1		online
	25	Moral Development Spiritual Development	S: 12 HPR: pp.3-16 pp. 43-110 2X F	HPR: pp. 113-244 C1 F, C2		online
May	2	Family Development	S: 14 CM 1	CM	Quiz #2	DOU 160
	9	Open Study Week	S: 15-17	L1,L2	Study Week	online
	16	Presentations			All case presentations due	DOU 160
	23	Presentations				DOU 160
	30	Integration Session			1) Personal Development Paper Due 2) Final Exam Assigned	DOU 160
June	5				Final Exam Due	online

Readings:

S = Sigelman, Lifespan Human Development.

X = External Reading. These may be taken from E-reserves or other recent professional journals. ("1X" = Read one external reading, "2X" = read two external reading, etc. Can be an article from a professional journal or a chapter from a recommended book. On-line sources may count if scholarly, and substantial).

All below on reserve in library

AMS = Atkinson, Morton & Sue Counseling American Minorities: A Cross-cultural Perspective

C1= Coles, The Moral Life of Children

C2 = Coles, The Spiritual Life of Children

CM = Carter & McGoldrick The Family Life Cycle

EF = Elkind, Flavell, Studies in Cognitive Development

E1 = Elkind, The Hurried Child

Er1 = Erikson, Identity Youth and Crisis

Er2 = Erikson, Identity and the Life Cycle

F = Fowler, Stages of Faith: The Psychology of Human Development and the Quest for Meaning

G= Gilligan, In a Different Voice

GO = Ginsberg & Opper, Piaget's Theory of Intellectual Development

HPR = Hersh/Paolitto/Reimer Promoting Moral Growth

L1 = Levinson The Seasons of a Man's Life

L2 = Levinson The Seasons of a Woman's Life

W = White, The First Three Years of Life