NIAGARA UNIVERSITY  
Department of Educational Leadership and Counseling  
EDU 655 Lifespan Development and Behavior  
SPRING 2004  

Instructor: Roselind Gullo Bogner, Ph.D.  
Location: Dunleavy Hall Room 208  
Time: Tuesday 4:20-7:05 PM  
Phone: 286-8545  
Office Hours: Timon Hall Room 2  
Monday 2:00-4:00  
Tuesday 2:00-4:00  
Wednesday 2:00-4:00  
Email: roselind@adelphia.net or rbogner@niagara.edu  

Course Description  
This three-credit course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how normal and abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.  

Course Objectives  
Upon completion of the course, students are expected to achieve the following objectives:  

● To have knowledge of contemporary research on each period of the human life span  
● To have an awareness of many careers in life-span development  
● To develop skills in applying the concepts of human development to education  
● To develop skills in applying the concepts of human development to counseling  
● To identify important developmental processes and periods  
● To understand how development is influenced by the interplay of biological, cognitive and socioemotional processes  
● To understand the importance of three sociocultural contexts: culture, ethnicity and gender  
● To describe several theories of life-span development  
● To explain heredity-environment interaction  
● To understand the complexities of the process by which individuals develop healthy self-concepts  
● To compare the lives of developmental theorists in order to discover how their experiences may have contributed to their theories  
● To identify key aspects of attraction, love and close relationships  
● To explain the diversity of lifestyles  
● To identify physical changes throughout the life-span  
● To identify cognitive changes throughout the life-span
• To identify socioemotional changes throughout the life-span
• To evaluate issues regarding death and to identify ways to help people cope with death and dying
• To explore the roles of religion and meaning in life during several periods in the life-span
• To assist each student in his/her own personal journey in life

Methods of Teaching

This course is framed within a constructive perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, and reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, presentations by instructor and classmates, internet and library searches, and observations of instructional videos.

Required Text with CD


Course Attendance and Participation

Your presence at each class is expected and essential. You will be allowed one absence. Please notify the instructor if you expect to be absent from class. Any additional absences for professional reasons will be excused with the completion of an additional written assignment. Any additional absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge and skills.

Academic Integrity

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism. **Cheating** includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission. **Plagiarism** is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought.
Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

**Students with Disabilities**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

**Grading and Assignments**

APA writing style (5th edition) will be expected as the standard for all writing assignments. Failure to use APA style will result in the lowering of a grade by one full letter grade. Late papers will be lowered by 5% for each day late.

Course grades will be based on the successful completion of the following:
- Class Participation (15%)
- Interview Paper (20%)
- Chapter in Handbook (20%)
- Group Presentation Project (20%)
- Mid-Term exam (20%)
- A written (1-2 page) and oral response to one critical thinking question (5%)

**Final Grades will be determined according to the following:**
- 97-100 = A+
- 90-96 = A
- 87-89 = B+
- 80-86 = B
- 77-79 = C+
- 70-76 = C
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 20</td>
<td>Introductions, Syllabus, Assignments, Ice breakers, True Colors Activity</td>
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<tr>
<td>Jan. 27</td>
<td>Science of life-span development, Theories of development, physical development in infancy</td>
<td>Chapters 1&amp;2&amp;5</td>
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<td>Feb. 3</td>
<td>Panel: Developmental Theories</td>
<td>Chapters 6&amp;7</td>
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<td>Feb. 10</td>
<td>Physical, cognitive and socioemotional development in early childhood</td>
<td>Chapters 8&amp;9</td>
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<td>Feb. 17</td>
<td>Physical, cognitive and socioemotional development in middle&amp;late childhood</td>
<td>Chapters 10&amp;11</td>
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<td>Feb. 24</td>
<td>Physical and cognitive development in adolescence</td>
<td>Chapter 12 Interview Paper</td>
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<td>March 2</td>
<td>Socioemotional development in adolescence</td>
<td>Chapter 13</td>
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<td>March 9</td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 16</td>
<td><strong>MID-TERM EXAM</strong></td>
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<td>March 23</td>
<td>Physical, cognitive and socioemotional development in early adulthood</td>
<td>Chapters 14&amp;15</td>
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<td>March 30</td>
<td>Physical, cognitive and socioemotional development in middle adulthood</td>
<td>Chapters 16&amp;17</td>
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<td>April 6</td>
<td><strong>Class Presentations</strong></td>
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<td>April 13</td>
<td><strong>Class Presentations</strong></td>
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<td>April 20</td>
<td><strong>Class Presentations</strong></td>
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<tr>
<td>April 27</td>
<td><strong>Class Presentations, course evaluations, conclusions</strong></td>
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Assignments

Interview Paper 20%
Interview one family using required questions developed collaboratively with all class members and instructor. Additional personal questions may also be included. Write a 5 to 7 page paper. The paper will demonstrate your understanding and application of one theory of development discussed in the textbook. Briefly explain the key theoretical concepts and apply them to the family you interviewed.

Chapter in the Handbook 20%
The class will prepare a handbook to be utilized by counselors, psychologists, teachers, administrators, and parents. The handbook will consist of to-the-point discussions of a variety of issues germane to the physical, cognitive and socioemotional development of people. Eight groups of students will prepare a 10-page chapter. Each chapter will have specific requirements, which are stated in the attached grading criteria. This will be a practical manual. Your reader should be able to pick the chapter up, scan it, and then apply the information for their own use.

Each student should read 5 articles from a professional journal, website, or chapters from a book related to the assigned topic. For the final paper, you should hand in a hard copy of the chapter and email the file to the instructor. The files will be emailed to students and/or placed on blackboard for classmates. In addition, the chapter may be made available to other graduate students and professionals.

Group Presentation Project 20%
Based on the chapter in the handbook, each group will give a 30-minute presentation on the topic. Do not tell us what is in the chapter, since we will all get a copy of the chapter. This should be on the same topic but should inform the class at a different level. You may use the resources that you mentioned in your chapter. You will have the opportunity to be creative: you may use videos, handouts, Power Point, transparencies, games, interactive activities etc. A 15-minute class discussion will follow each presentation.

Response to a Critical Thinking Question 5%
Students will select a date the first day of class on which they will prepare a written and oral response to a question related to the readings for the class. The instructor will assign the question several weeks ahead of time.