ASU College of Education
Department of Curriculum and Instruction
EDG 6303—Fall B 2017
Lifespan Development
Course Syllabus

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Day(s), Time & Location  - Distance
E-Hours - The instructor is available via email using only your Rammail/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Course Description
A study of human development through the lifespan, including physiological, social, emotional, cognitive, language, and cultural influences.

Required Text

Learning Objectives and Outcomes
By the end of the course, the candidate will:
• Define key terms in the history of developmental psychology.
• Discuss the theories of psychoanalytic development.
• Identify factors that affect development.
• Discuss cognitive and constructivist views of development.
• Discuss social views of development.
• Discuss behavioral views of development.
• Discuss attachment theory and ethological views of development.
• Discuss moral development theories.

Methods of Instruction
Since this course is primarily online, students (candidates) are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize students (candidates) with past and current research, to train the student (candidate) in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.
1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each student (candidate) is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another student's (candidate's) initial postings. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

2. Candidates’ Written Work:
• Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
• Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
• Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
• Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
• Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual

Evaluation
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>below 70%</td>
</tr>
</tbody>
</table>
All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

**Communication**
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

**Research Writing Style**
In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).


If a template is provided follow those instructions.

**Assignments**
More detail and specific due dates for assignments will be posted in Blackboard.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Points</th>
<th>Description</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Module</td>
<td>Plagiarism Portfolio Submission</td>
<td>0</td>
<td>Develop ability to understand and avoid plagiarism</td>
<td>Wednesday Oct. 25</td>
</tr>
<tr>
<td>1</td>
<td>Introduction and Responses Case Study Template: Cognitive and Language Development</td>
<td>5</td>
<td>Introduce yourself and respond to peer introductions</td>
<td>Thursday Oct. 26</td>
</tr>
<tr>
<td>2</td>
<td>Case Study Template: Social Learning and</td>
<td>10</td>
<td>Apply theories of social learning and</td>
<td>Sunday Nov. 5</td>
</tr>
<tr>
<td>Case Study Template:</td>
<td>3</td>
<td>Psychosocial Development</td>
<td>10</td>
<td>Apply theories of psychosocial development to chosen observation subject</td>
</tr>
<tr>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Case Study Template: Emotional Development</td>
<td>10</td>
<td>Apply theories of emotional development to chosen observation subject</td>
<td>Sunday Nov. 19</td>
</tr>
<tr>
<td>5</td>
<td>Case Study Template: Moral and Ethological Development</td>
<td>10</td>
<td>Apply theories of moral and ethological development to chosen observation subject</td>
<td>Sunday Nov. 26</td>
</tr>
<tr>
<td>6</td>
<td>Student Development Theory in Development</td>
<td>10</td>
<td>Apply theories of student development to chosen observation subject</td>
<td>Sunday Dec. 3</td>
</tr>
<tr>
<td>7</td>
<td>Feedback Reflection</td>
<td>10</td>
<td>Analyze feedback and compose template addressing feedback.</td>
<td>Sunday Dec. 10</td>
</tr>
<tr>
<td>7</td>
<td>Final Case Study</td>
<td>20</td>
<td>Compose final draft of case study utilizing peer review feedback</td>
<td>Sunday Dec. 10</td>
</tr>
<tr>
<td>8</td>
<td>Course Evaluation</td>
<td>0</td>
<td>Evaluate course in an evaluation</td>
<td>Wednesday Dec. 13</td>
</tr>
<tr>
<td>8</td>
<td>Final Portfolio Submission</td>
<td>0</td>
<td>Evaluate course in an objective reflection</td>
<td>Wednesday Dec. 13</td>
</tr>
<tr>
<td>8</td>
<td>Course Objective Reflection</td>
<td>5</td>
<td></td>
<td>Wednesday Dec. 13</td>
</tr>
</tbody>
</table>
**Attendance Policy**
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

**Persons Seeking Accommodations**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s (candidate's) responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Development

**Office of Student Affairs**  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

**Academic Honesty**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.