

**Lifespan Development**  
**Department of Educational Psychology**  
**15:295:504:90**  
**Spring, 2016**

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<b>Office Hours:</b> Wednesdays, 1:00 - 2:00 pm; Mondays, 3:30 - 4:30 and by arrangement.	<b>Prerequisites:</b> At least one course in psychology. This course is open to matriculated graduate students in the GSE and others with permission of the instructor.
<b>Mode of Instruction:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	<b>Permission required:</b> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

### Learning goals

Students will understand will understand and appreciate;

- Major accomplishments in human psychological functioning across the life span, from birth through death. These include social, emotional, cognitive and physical domains of development in; infancy, early childhood, middle childhood, adolescence, early adulthood, middle age, and old age.
- Some changes in psychological functioning seem to follow stages or patterns while others vary across individuals.
- Development is a life-long process. Each period of the life course presents distinctive opportunities and challenges.
- The direction of change can vary by the types or categories of behavior. And, during the same developmental period, some behavior systems show increases while others might show a decrease in level of functioning.
- There is a great deal of “plasticity” (within person variability) evident in development. For example, do younger and older adults have the same capacity to learn new things? Or, are there age differences in the capacity to cope with unexpected life events? Plasticity refers to the range in age associated changes and constraints.
- Developmental change can be approached from a “contextual” perspective. Any particular course of individual development can be understood as the outcome of the

interactions among normative age-graded, normative history graded, and non-normative idiosyncratic. The influence of each of these can change over time. (Interactions here are dialectical processes--not necessarily statistical)

- While we label distinctive periods of development, such segmentation is somewhat arbitrary and is influenced by the social, cultural and historical context.
- Cognitive, linguistic, social and emotional processes function together in inter-related ways and all are influenced by emerging neurological factors.
- Learning and development occur together and are influenced by social and emotional as well as cultural factors.
- Knowledge of life span human development is a useful tool for practitioners in education and related helping professions (e.g., counseling, social work, child care, nursing and others)

### **Course catalog description:**

This is an examination of life span human development through the lens education and developmental science. Contemporary approaches to life span human development, drawn from developmental, cultural, cognitive and educational psychology will be used to examine major accomplishments in psychological functioning as well as the individual and contextual factors influencing developmental outcomes. Throughout, we will discuss the implications of this work for education and other applied practice.

### **Required books:**

Robert V Kail, R. & John C. Cavanaugh (2016, 2013, 2010) *Human Development: A Life Span View*. 7 edition. . ISBN: 978-1-305-11664-1

Other readings will be available on the class website.

### **Grading policy:**

- Assignments are due on the date specified in the syllabus or website unless special arrangements have been made with the instructor ahead of time. This applies to all assignments. Grades may be reduced when assignments are late.
- Papers must be written in APA format. Papers that are poorly written or that are not in APA format (including page numbers, proper headings and your name) will be returned to you and your grade may be reduced.
- The class will be run in a seminar format. Everyone is expected to “attend class” several times a week and to offer informed and thoughtful contributions to the online class discussions. Class participation is important and will influence your grade substantially.

## Course requirements and assignments

All students are expected to:

- **Complete the weekly reading assignment** by Monday of the week following the date of the posted assignment. This means that you should complete the assignment listed for Week 1, Tuesday, January 19 no later than Monday, January, 26 so that you can begin participating in the discussion of that work no later than Monday a.m. of January 26. This means that as you are *discussing* the reading listed for *Week 1*, you will be *reading for Week 2*. It will take a couple weeks to get into the swing of our discussions but you can start reading right away. To help you remember the important points from the reading, you can make an entry in the journal. The journal will not normally be graded but it is a chance for you to share your ideas about the readings and topic with the instructor.
- **Review the lecture notes and any other assignments** linked to the lectures. You can access these from the left margin tabs of the course website. Occasionally there is a short video that accompanies the topic. These materials are designed to provide a foundation for the reading. Sometimes there is overlap between the lecture notes and the textbook reading assignment. There is a “lecture” for most weeks.
- **Actively participate in group discussions.** Group discussions are a vital instructional tool in this class. Everyone is expected to participate. Most of the time discussion will occur within small groups of four students created by the instructor. As noted above, discussions will build upon the assigned readings and posted questions. Each week, contributions to the discussion will be scored from 0 to 4 points and a leader role will be assigned. Details about leaders and scoring will be provided. **(40%)**
- **Complete a research paper** on a topic of interest relevant to the psychology of human development. The paper is expected to make use of current refereed research articles available through the Rutgers libraries. The paper should be in APA Style and 12 - 15 pages in length. **Topics must be approved in advance.** Further details will be provided by the instructor and help locating resources (journal articles) is available through the Rutgers library. **(30%)**
- Write **two research critiques.** Identify two research articles from those listed as optional reading in the syllabus. Prepare a detailed critique of the research conceptualization, methodology and possible application to practice. Each critique should be three to five pages long and it will receive a total score of 0 to 15 points. Further details about this will be provided. Each critique is worth 15 points. **(30%)**

## Academic Integrity:

With absolutely no exceptions, students are expected to abide by the Rutgers University Policy on Academic Integrity. Students are expected to be familiar with all features of the policy. ***The link to the Rutgers Academic Integrity Policy is:***

***<http://academicintegrity.rutgers.edu/integrity.shtml#I>***

If you are uncertain about any aspect of any assignment speak with the instructor for clarification. Cite all sources you use even if these are not direct quotations. Put all direct quotations in quotation marks. Use APA format for all citations. (It is your responsibility to learn how to do this if you do not know.) If you need assistance with your writing, make arrangements for help well ahead of time.

**Topic and related reading assignment (Version 1.18.2016).**

<b>Class/ Date</b>	<b>Topic</b>	<b>Assignment &amp; additional background reading (Textbook chapter and two additional articles each week)</b>
<b>Week 1 Jan 19</b>	Introduction	<p><b>Kail &amp; Cavanaugh Ch 1</b> (pp 3 - 35).</p> <p>Erikson, E. Chapter from <i>Childhood &amp; Society</i>.</p> <p>Sheldon, K.M. &amp; Kasser, T. (2001). Getting older, getting better? Personal strivings and psychological maturity across the life span. <i>Developmental Psychology, 2001, 37 (4), 491-501</i> doi: 10:1037//0012-1649.37.4.491.</p>
<b>Week 2 Jan 25</b>	The psychology of human development in a sociocultural context	<p><b>Kail &amp; Cavanaugh Ch 1 pp. 3 - 35;</b> (same as last week)</p> <p><b>K &amp; C; Ch 2, pp. 39 - 75.</b> (new) Biological foundations.</p> <p>Erikson, E. Chapter from <i>Childhood &amp; Society. (repeated)</i></p> <p>Sheldon, K.M. &amp; Kasser, T. (2001). Getting older, getting better? Personal strivings and psychological maturity across the life span. <i>Developmental Psychology, 2001, 37 (4), 491-501. DOI: 10:1037//0012-1649.37.4.491. (same as last week)</i></p>
<b>Week 3 Feb 1</b>	<p><i>Examining the beginning: Infancy &amp; toddlerhood;</i></p> <p>What competencies does the infant have at the beginning?</p> <p>How do early relationships shape subsequent development in social, cognitive and emotional functioning?</p>	<p><b>K &amp; C Ch 3 pp 79 - 115)</b> (Phys, percept &amp; motor)</p> <p>Ainsworth, M. &amp; Bowlby, J. (1991). An ethological approach to personality development. <i>American Psychologist, 46, 333-341.</i></p> <p>Nelson,Zeamon,Fox, Marshall, Smyke &amp; Guthrie (2007) Cognitive recovery. <i>Science, 318,1937-1940.</i></p> <p>Kochanska, Barry, Stellern &amp; O’Bleness (2009). Early attachment organization moderates the parent-child mutually coercive pathway to children’s antisocial conduct. <i>Child Development,80(4), 1288-1300.</i></p>

<p><i>Week 4</i></p> <p><b>Feb 8</b></p>	<p><i>Early childhood (2 ½ to 5)</i></p> <p>Cognitive achievements-- and Piaget's theory.</p> <p>A contemporary constructivism</p>	<p><b>K &amp; C Ch 4</b> pp 117-158. (thought &amp; language early childhood)</p> <p>Miller, P. (2011). Piaget's cognitive-stage theory and the neo-Piagetians. Ch. 2 (pp. 27-104).</p> <p>Diamond, A. (2002). Normal development of prefrontal cortex from birth to adulthood: Cognitive functions, anatomy and biochemistry. In D. Sutss &amp; R. Knight (eds.). <i>Principles of frontal lobe function</i>. NY:Oxford University Press. Ch 29</p> <p>Hakuta et al early language experience--</p> <p>Play or collaboration?</p>
<p><i>Week 5</i></p> <p><b>Feb 15</b></p>	<p><i>Early Childhood ( Con't)</i></p> <p>Building foundations for schooling--</p> <p>Executive functions and theory of mind in early childhood-- their place in schooling</p> <p>Social-emotional development- Nurturing motivation</p>	<p><b>K &amp; C (Ch 5) pp. 159 - 194) Social world in early childhood.</b></p> <p>Miller, P. (2011). Vygotsky and the sociocultural approach. pp.165-221.</p> <p>Diamond, A. &amp; Lee, K. (2011) Interventions shown to aid in executive function development in children 4 to 12 years old. <i>Science</i>, 333, 959-964. (From special section: Investing in early education.)</p> <p>Dunn, J. (2008), Relationships and children's discovery of mind. In Muller et al. (eds.) <i>Social life and social knowledge</i>. LEA, pp 171-182</p> <p>Assessing intelligence and cognitive skills before school (add reference)</p>
<p><i>Week 6</i></p> <p><b>Feb 22</b></p>	<p><i>Middle Childhood/School Age</i></p> <p>Emerging cognitive skills-- math, reasoning, problem solving, writing</p> <p>Working with peers</p>	<p><b>K &amp; C (Ch 6) (195 - 234)</b></p> <p>Tennenbaum &amp; Callanan (2008), Parents' science talk to their children in Mexican -descent families residing in the USA. <i>International Journal of Behavioral Development</i>, 32(1),1-12.</p> <p>Legarre, C., Wellman, H. &amp; Gelman, S. (2009). Evidence for an explanation advantage in naïve biological reasoning. <i>Cognitive Psychology</i>, 58,177-194</p> <p>Silva, Correa-Chavez, &amp; Rogoff (2010). Mexican-heritage children's attention and learning from interactions directed to others. <i>Child Development</i>, 81,3, 898-912.</p>
<p><i>Week 7</i></p> <p><b>Feb 29</b></p>	<p><i>Elementary School Years 8 -12 years</i></p> <p>Conceptual development in elementary school</p>	<p><b>K &amp; C Ch 7. Soc Emotion Middle childhood</b></p> <p>Gummerum &amp; Keller (2008). Friends. <i>International Journal of Behavioral Development</i>.</p> <p>Ramani &amp; Siegler, R. (2011) <i>Journal of Applied Develomental Psychology</i>.</p> <p>Tzuriel, D. &amp; Egozi, G. (2010). Gender differences in spatial ability of young children: The effects of training and processing strategies.</p>

	<p>The social world: Social relationships; relational aggression, bullying, gender issues</p>	<p>Child Development, 81(5), 1417-1430, Early school years. (5 - 10)</p> <p>Conceptual development in elementary school</p> <p>Maccoby, E.E. (2002). Gender and group process: A developmental perspective. <i>Current Directions in Psychological Science</i>, 11(2), 54-58.</p> <p>Grotspeter, J.K. &amp; Crick, N.R. (1996). Relational aggression, overt aggression, and friendship. <i>Child Development</i>, 67, 2328-2338.</p> <p>Duffy, A.L. &amp; Nesdale, D. (2008). Peer groups, social identity and children's bullying behavior. <i>Social Development</i>, 18,121-139</p> <p>Fawcett &amp; Garton (2005). The effect of peer collaboration on children's problem solving ability. <i>The British Journal of Educational Psychology</i>, 75,157-169.</p> <p>Kruger (1992) The effect of peer and adult-child transactive discussions on moral reasoning. <i>Merrill Palmer Quarterly</i>, 38, 191-211.</p>
<p>Week 8 March 7</p>	<p>Adolescence</p> <p>Self determination theory, self regulation, autonomy</p>	<p><b>K &amp; C; Ch. 8</b> (pp 273 - 301) Physical &amp; Cog Adolescence</p> <p>Deci, E. &amp; Ryan, R. M. (2013). The importance of autonomy for well-being. In Sokol, Grouzet &amp; Muller (eds.) <i>Self-regulation and autonomy: Social and developmental dimensions of human conduct</i>. NY: Cambridge University Press, pp. 191-207.</p> <p>Wood, D., Larson, R.W. &amp; Brown, J.R. (2009). How adolescents come to see themselves as more responsible through participation in youth programs. <i>Child Development</i>, 80(1),295-309.</p> <p>Gummerman, M. &amp; Keller, M. (2008). Affection, virtue, pleasure, and profit: Developing an understanding of friendship closeness and intimacy in western and Asian societies. <i>International Journal of Behavioral Development</i>, 32, 218-231.</p>
<p>Week 9 Mar 21</p>	<p>Adolescence</p> <p>Emotional development: Identity and self in adolescence and early adulthood</p> <p>Friendship and social development in adolescence.</p> <p>Seeing oneself as a responsible participant in society.</p> <p>Contexts that optimize functioning in adolescence.</p>	<p><b>K &amp; C, Ch, 9</b> (pp 302 - 328) <b>Social Emotional</b></p> <p><b>Miller, P. (2011).</b> Erikson. In ch. 3, pp 143-164.</p> <p>Meeus,W., van de Schoot, R.,Schwartz, S., Keijsers, L., Branje, S. (2010). On the progression and stability of adolescent identity formation: A five-wave longitudinal study in early-to-middle and middle-to-late adolescence. <i>Child Development</i>, 81,1565-1581.</p> <p>Barry, C.M. &amp; Nelson, L.J. (2008). The role of religious beliefs and practices on emerging adults' perceived competencies, perceived importance ratings, and global self-worth. <i>International Journal of Behavioral Development</i>, 32(6), 509-521.</p> <p>Forman, E.A. &amp; McPhail, J. (1993). Vygotskian perspectives on children's collaborative problem solving activities. In E.A.</p>

	<p>Emerging cognitive skills in adolescence:</p> <p>Scientific reasoning. Thinking about thinking.</p>	<p>Forman, N. Minick &amp; C.A. Stone (eds.) <i>Contexts for learning: Sociocultural dynamics in children's development</i> (pp. 213-229). NY: Oxford University Press.</p>
<p>Week 10 Mar 28</p>	<p><i>Adulthood</i></p>	<p>K &amp; C; Ch. 10 (329 - 365)</p> <p>Haase, C.M., Heckhausen, J. &amp; Koller, O. (2009). Goal engagement in the school-to-work transition: Beneficial for all, particularly for girls. <i>Journal of Research on Adolescence</i>, 17, 671-698.</p> <p>Jokisaari, M., &amp; Nurmi, J-E (2005). Company matters: Goal related social capital in the transition to working life. <i>Journal of Vocational Behavior</i>, 67, 413-428,</p> <p>Vazsonyi, A.T. &amp; Snider, J.B. (2008). Mentoring, competencies, and adjustment in adolescents: American part-time employment and European apprenticeships. <i>International Journal of Behavioral Development</i>. 2008, 32 (1), 46-55. DOI: 10.1177/0165025407084051.</p> <p>Barry, C.M. &amp; Nelson, L.J. (2008). The role of religious beliefs and practices on emerging adults' perceived competencies, perceived importance ratings, and global self worth. <i>International Journal of Behavioral Development</i>. 2008, 32 (6), 509-521. DOI: 10.1177/016502540809555.</p>
<p>Week 11 Apr 4</p>	<p><i>Being an adult</i></p> <p>Establishing work &amp; family goals</p>	<p>K &amp; C Ch 10 (329 - 365) Ch. 11 (relationships in young &amp; mid adulthood) (pp 366 - 398) <i>Young &amp; middle adulthood</i></p> <p>Salmela-Aro, K., Nurmi, J-E, Saisto, T., &amp; Halmesma ki, E. (2001). Goal reconstruction and depressive symptoms during the transition to to motherhood: Evidence from two cross-lagged longitudinal studies. <i>Journal of Personality and Social Psychology</i>, 81, 1144-1159.</p> <p>Punamäki, R.-L., Qouta, S., Montgomery, E., &amp; El Sarraj, E. (2006). Psychological distress and resources among siblings and parents exposed to traumatic events. <i>International Journal of Developmental Behaviour</i>, 30, 385-397.</p> <p>Gauvain &amp; Heckhausen</p> <p>Heckhausen, J., Wrosch, C. &amp; Schulz, R. A (2010) A motivational theory of life-span development. <i>Psychological Review</i>, 117(1), 32 - 60</p> <p><i>Additional cognition rdg.</i></p>

<p>Week 12</p> <p>Apr 11</p>	<p><i>Middle Age</i></p> <p>Work &amp; Family</p>	<p>K &amp; C; Ch 12 &amp; 13 (pp 399 - 468) Work, leisure &amp; retirement and Midlife</p> <p>Lachman, M.E. (2004). Development in midlife. <i>Annual Review of Psychology</i>, 2004. 55:305-31. Doi: 10.1146/annurev.psych.55.090902.141521.</p> <p>Montepare, J.M. &amp; Lachman, M.E. (1989). "You are only as old as you feel": Self-perceptions of age, fears of aging and life satisfaction from adolescence to old age. <i>Psychology and Aging</i>. 4(1), 73-78.</p> <p>Wiese, B.S. &amp; Freund, A.M. (2000). The interplay of work and family in young and middle adulthood.</p>
<p>Week 13</p> <p>Apr 18</p>	<p>Later adulthood (younger old)???</p> <ul style="list-style-type: none"> <li>• Retirement</li> <li>• Family</li> <li>• Friendships</li> </ul> <p>Cognitive skills</p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Reasoning</li> </ul>	<p>K &amp; C Later adulthood (Part IV)</p> <p>K &amp; C v.7 Ch 14 &amp; 15 (pp 513 - 587)</p> <p>Kail, R. textbook</p> <p>Wrosch, C., Bauer, I. &amp; Scheier, M.F. (2005). Regret and quality of life across the adult life span: The influence of disengagement and available future goals. <i>Psychology and Aging</i>, 20,657-670.</p> <p>Kimbler, K.J. &amp; Margrett, J.A. (2009) Older adults' interactive behaviors during collaboration on everyday problems: Linking process and outcome. <i>International Journal of Behavioral Development</i>, 2009, 33:531. DOI: 10.1177/0165025409343754.</p> <p>Borella, E., Meneghetti, C., Ronconi, L. &amp; De Beni, R. (2014). Spatial abilities across the adult life span. <i>Developmental Psychology</i>, 2014, 50 (2), 384-392. DOI: 10.1037/a0033818.</p> <p>McKinnon &amp; Moscovitch (2007). Domain general contributions to social reasoning: Theory of mind and deontic reasoning re-explored. <i>Cognition</i>, 102, 179-218.</p>
<p>Week 14</p> <p>Apr 25</p>	<p>Life-span development-- aging &amp; cognitive change</p> <p><i>Older Old</i></p> <p>--Cognitive functioning towards the end</p> <p>--Social relationships</p> <p>--Wisdom</p> <p>--Preparing for death and dying</p>	<p>K &amp; C v.7 Ch 16 (551 - 587)</p> <p>Baltes, Staudinger &amp; Lindenberger (1999). Life-span psychology: Theory and application to intellectual functioning. <i>Annual Review of Psychology</i>, 50,471-507.[doi 1146/annurev.psych.50.1.471]</p> <p>Frieswijk, N., Buunk, B.P., Steverink, N. Slaets, J.P. (2004). The effect of social comparison information on the life satisfaction of frail older persons. <i>Psychology and Aging</i>, 19, 183-190.</p>
<p>Week 15</p> <p>May 2</p>	<p>Wrap up class</p> <p>Student presentations.</p>	

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- The class will be run in a seminar format. Everyone is expected to “attend class” having completed the reading and being prepared to offer informed and thoughtful contributions to class discussions. Class participation will influence grades heavily.
- Further details about course requirements are listed above.