

San Jose State University: Spring 2000
CD/HuP 067 (04): Development of Human Potential
Tuesday and Thursday 9:00-10:15: SPXC 068

Instructor: Maureen Smith
Office: Sweeney Hall: Room 321
Office Phone: 408-924-3774
e-mail: msmith18@email.sjsu.edu
Office Hours: Tuesday/Thursday: 3:00-4:15; Wednesday: 10:30-12:00 & by appointment

Required Reading:

Berger, K. S. (1988). The developing person through the lifespan (4th Edition).
New York: Worth.

Course Overview:

This course is designed to promote the contemporary and scientific understanding of human development with emphasis on basic similarities common to all human beings. Individual and group differences as well as current social issues are studied from both developmental and interdisciplinary perspectives. Knowledge gained throughout the course will be applied to the student's real-life problem-solving situations within both academic and social contexts.

Course Objectives: Upon completion of the course, students will:

1. recognize the interrelation of the cognitive, psychosocial, psychomotor, and physical development across the life-span.
2. be aware of how genetic and environmental factors interact to affect the process of development.
3. identify developmental tasks at different stages of the life-span and ways of achieving these tasks.
4. utilize developmental theories in coping with problems and crises that arise at different stages of the life-span.
5. understand various social issues and policies that affect the integrated person through-out development (e.g., day-care, performance enhancing drug-use, care of the elderly).
6. apply social skills to enhance learning and positive interpersonal relationships with diverse groups and individuals.
7. recognize themselves as individuals undergoing a particular stage of human development, and recognize how they can maximize their potential within the university environment.
8. utilize resources to improve the quality of decision making within campus social systems as well as through-out life.
9. understand the broad implications of communication systems, mass media, recreational facilities, and employment opportunities available through and beyond campus resources.

The course format will consist of a combination of lecture and class discussion. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required book will be used as basis for understanding issues in life-span development. My lectures will present the points I consider to be the most important for students to know about development. I encourage students to raise issues, provide information from their own experiences, and ask questions at any time during the class. **All written assignments must be typed and double spaced.**

This course operates on the honor system. However, in the unfortunate event that cheating on a test or plagiarism on the paper is observed the consequences (in accordance with university and departmental policy) will be strictly enforced.

Deadlines:

No make-up exams will be given. Late papers will not be accepted without penalty (half a grade lost for each day the paper is late). All assignments must be turned in on time to receive full credit. *(If you have a special circumstance see me in advance, or give me as much advanced notice as you can.)*

Course Evaluation:

Exams: There will be two exams (one midterm and one final) each worth 20% of the grade. The format will consist of multiple choice, short answer, and essay questions.

Students are responsible for all material assigned in the book and presented in lecture. Although the lecture and book assignments will overlap to a great extent, some material in the lectures may not appear in the book and some of the material in the book may not be presented in lecture. The midterm and final will be based on both lecture and book material.

Paper: Students are required to write a 5-page term paper. This paper is worth 25% of your grade. The goal of the paper is to help students gain a better understanding of developmental tasks and crises at a particular stage of life and to appreciate the diversity of personal styles that are successful in meeting these challenges.

For this paper, students will focus on early adulthood or beyond and will identify the developmental tasks and/or crises of that particular stage of life. Students will find research articles that are relevant to these tasks/crises and will synthesize and review this research. The second half of the paper will involve interviewing an adult at this particular stage of life about how that person is dealing with these tasks and/or crises. *(You will receive a detailed hand-out about how to prepare this paper later in the semester.)*

Pre-paper Assignments: To prepare for writing the paper, students are required to complete three assignments (described below). Each assignment is worth 5% of the grade, for a total of 15% of the class grade.

Assignment #1: A 3-5 sentence description of your topic (life-span stage (early, middle, late); and developmental tasks/crises relevant to this stage) and (at least) 3 references from peer-reviewed journals in APA style.

Assignment #2: A typed brief summary of your references. For empirical articles, provide information about who participated in the study (age, gender, ethnicity, SES, any other special characteristics), the major hypotheses, and the major results/findings. ***For the results, do not simply state a "relation or differences exist" - give specifics and details.*** YOU CAN NOT SIMPLY COPY THE ARTICLE ABSTRACT AND TURN THAT IN AS ASSIGNMENT#3!!!!!!!!!!!!!!!!!!!!!! For theoretical papers or review articles, describe the major points of the article (the "bottom-line" take home information that help us understand that stage of human development.)

Assignment #3: A detailed 1-page outline of the paper.

Resources - Student Interviews: Students will interview at least four other students about their experiences at San Jose State. The fifth "interview is with yourself and your experiences. In particular, focus on resources they/you found particularly helpful, fun, interesting (e.g., resources that have enhanced their/your experience at SJSU), resources they/you feel are important for new students at SJSU to know about and make use of, and resources they/you feel are missing from SJSU that would be helpful for students in the future. The write-up should be at least 4 pages and is worth 20% of your grade.

CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
3/14	Class overview (syllabus, exams, papers)	
3/16	Introduction/Theories and Methods	Chapters 1 & 2
3/21	The First Two Years: Cognitive Development	Chapter 6
3/23	The First Two Years: Psychosocial Development ASSIGNMENT #1 DUE IN CLASS	Chapter 7
3/27-3/31		Spring Break
4/4	The Play Years: Cognitive Development	Chapter 9
4/6	The Play Years: Psychosocial Development	Chapter 10
4/11	The School Years: Psychosocial Development ASSIGNMENT #2 DUE IN CLASS	Chapter 13
4/13	The School Years: Cognitive Development	Chapter 12
4/18	MIDTERM	
4/20	Adolescence: Cognitive Development	Chapter 15
4/25	Adolescence: Psychosocial Development	Chapter 16
4/27	Early Adulthood: Cognitive Development ASSIGNMENT #3 DUE IN CLASS	Chapter 18
5/2	Early Adulthood: Psychosocial Development	Chapter 19
5/4	Middle Adulthood: Cognitive Development	Chapter 21
5/9	Middle Adulthood: Psychosocial Development Student Resources Interview due in class	Chapter 22
5/11	Late Adulthood: Cognitive Development	Chapter 24
5/16	Late Adulthood: Psychosocial Development Death and Dying FINAL PAPER DUE IN CLASS	Chapter 25 Epilogue
5/24	(Wednesday) Final Exam 7:15-9:30 AM	

THE FINAL PAPER (INCLUDING REFERENCES) MUST BE DOUBLE SPACE TYPED AND REFERENCES (IN THE TEXT AND THE IN THE REFERENCE SECTION) MUST BE IN AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STLYE.

Paper Reference Formats: APA style

Journal articles: *List authors in order, last name first, then first name initial. Year of article in parentheses, followed by the title. Next the name of the journal (underlined), the volume number (underlined) and the issue number in parentheses. Page numbers are last.*

Eisenberg, N., Fabes, R., & Nyman, M. (1994). The relations of emotionality and regulation to children's anger related-reactions. Child Development, 65 (1), 109-128.

You place all references in alphabetical order on a separate page at the end of the paper. This does not count as one of your 10 pages for the paper.

To cite someone's work in your text you place the last names of the author and the date of the work in parentheses after you have cited the study.

Example: Young children's anger reactions are associated with the intensity of their emotional reactions and with expression of negative emotions (Eisenberg, Fabes, & Nymen, 1994).

Example: Eisenberg, Fabes, and Nymen (1994) demonstrated that young children's anger reactions are associated with the intensity of their emotional reactions and with expression of negative emotions .

Once you have cited the research once you may abbreviate the author list:

Example: Eisenberg and colleagues (1994) also demonstrated that anger reactions are predictive of peer social competence.

Example: Young children's anger reactions also are predictive of their peer social competence (Eisenberg, et al., 1994).

There are several aspects of good research writing which you will need to incorporate into your paper: (a) Keep your topic specific. Very broad topics (e.g., learning disabilities) can not be adequately discussed/researched in an 6-8 page paper. Instead, choose a narrower sub-topic, for example, Dyslexia, (b) Present relevant research which addresses the issues and questions you raised in your introduction. Do not be afraid to mention important articles which present contradictory evidence. You can deal with the contradictions in your conclusion. The research articles you use to support your arguments should come from major research journals, and (c) In your conclusion, briefly summarize the research findings. Draw your own careful and well considered conclusions about your finding *based on the evidence* presented in the research articles you have cited in the body of the paper. (Do not simply state "more research needs to be done".)

Some Examples of Peer-Reviewed Journals:

American Journal of Mental Retardation
Child Abuse and Neglect
Child Development
Developmental Psychology
Developmental Psychopathology
Journal of Abnormal Psychology
Journal of The American Academy of Child and Adolescent Psychiatry
Journal of Consulting and Clinical Psychology
Journal of Educational Psychology
Journal of Experimental Psychology (all four fields)
Journal of Health and Social Behavior
Journal of Personality and Social Psychology