# Course Syllabus, Spring 2015

## Contact Information

<table>
<thead>
<tr>
<th>Instructor: Dr. Norman Lorenz</th>
</tr>
</thead>
<tbody>
<tr>
<td>916-558-2249</td>
</tr>
<tr>
<td><a href="mailto:lorenzn@scc.losrios.edu">lorenzn@scc.losrios.edu</a></td>
</tr>
<tr>
<td><a href="http://www.scc.losrios.edu/normanlorenz">www.scc.losrios.edu/normanlorenz</a></td>
</tr>
<tr>
<td>Office Location: Rodda South 287</td>
</tr>
</tbody>
</table>

**Student Office Hours:** Main Campus  
M-1:00 -1:30 p.m. (CDC lab) & 4:30-5 p.m.;  
W- 1:00 -1:30 p.m. (CDC lab) & 3:00-3:30 p.m.;  
T-Th- 10:30- 11:00 a.m. or  
By appointment, D2L text message or  
Skype: norman.lorenz  
For Google Communications-  
w0005153@apps.losrios.edu  
For SCC Bookstore http://bookstore.scc.losrios.edu/home.aspx or www.amazon.com  

**To Access Class**  
www.d2l.losrios.edu;  
Google Apps for the portfolio https://apps.losrios.edu/login.html

**Networks:**  
http://www.facebook.com/norman.lorenz.98  
https://twitter.com/lorenzn  
https://www.linkedin.com/pub/norman-lorenz-m/-/1b/805/5b7/  

**Course Key:**  
FCS 324-PSY 370- Human Development: A Lifespan  
Course Key: CM-9780840030023-0000079

**Semester Begins & Ends**  
January 20- May 12  
No Class 1/19; 2/13 & 2/16  
Spring Break, March 30-April 5;  
Exam Week  
Tuesday, May 19, 8:00-10:00 a.m.  

**To Access Class**  
www.scc.losrios.edu/normanlorenz  
http://www.facebook.com/norman.lorenz.98  
https://twitter.com/lorenzn  
https://www.linkedin.com/pub/norman-lorenz-m/-/1b/805/5b7/  

<table>
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<th>Networks:</th>
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| www.scc.losrios.edu/normanlorenz,  
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http://www.linkedin.com/pub/norman-lorenz-m/-/1b/805/5b7/ |

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<tr>
<th>Resources</th>
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<tr>
<td><a href="https://evernote.com/">https://evernote.com/</a></td>
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**Catalog Description:**  
This course will provide an overview of the physical, cognitive, social, and emotional development, development from conception through the life span. The emphasis will be on the practical application of  
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<table>
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<tr>
<th>Required Text:</th>
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| INTRODUCTION TO LIFE-SPAN HUMAN DEVELOPMENT  
Discovery Series: Introduction to Lifespan (with Psychology CourseMate with eBook Printed Access Card), 1st Edition  
Spencer A. Rathus  
Textbook ISBN-10: 0-8400-3006-1  

Electronic Text Purchase:  
978-0-8400-3002-3 CourseMate Instant Access for Rathus’ Discovery Series: Introduction to Lifespan, 1st Edition by Rathus | CengageBrain  
Source: cengagebrain.com  

Course Key:  
FCS 324-PSY 370- Human Development: A Lifespan  
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**Required Supplemental Materials:**  
Supplemental text, resource materials and reading assignments may be provided by the instructor at https://apps.losrios.edu/login.html

An e-Portfolio flash drive with tabbed folders to retain information sections and chapter resources are located at: https://apps.losrios.edu/login.html. All other assignments will be turned in at www.d2l.losrios.edu.  

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development principles. The course is designed as a foundation course for careers in educational, social, psychological, and medical fields.

**Course Student Learning Outcomes & Objectives:**

*Upon completion of this course, the student will be able to:*

1. Identify developmental factors that are influenced by heredity and environment.
2. Define and give examples of developmental domains.
3. Compare and contrast major aspects of development during the life span.
4. Evaluate the research on the influence of nature and nurture.
5. Analyze how the concept of gender influences development.
6. Compare and contrast how identity is developed and how identity changes during the life span.
7. Analyze a major life event and/or time period based on life span theories.
8. Discuss examples of cultural factors that shape development and influence values, attitudes and beliefs.
9. Describe and give examples of how the Scientific Method can be used to evaluate research in life span development.

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**TENTATIVE CLASS SCHEDULE (SUBJECT TO CHANGE)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>#SLO</th>
<th>Chapter &amp; Lecture</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/Th 1/20-22</td>
<td>Overview</td>
<td>#1-9</td>
<td>Introductions, Syllabus, Course Overview, Text Website, Writing Resource &amp; d2l <a href="http://d2resources.losrios.edu/">http://d2resources.losrios.edu/</a> &amp; Google apps for portfolio- <a href="https://apps.losrios.edu/login.html">https://apps.losrios.edu/login.html</a></td>
<td>D2L orientation</td>
</tr>
<tr>
<td>T/Th 1/27-29</td>
<td>Chapter 2</td>
<td>#1,2,4,8,9</td>
<td>Chapter 1: Small Group Learning Community Cohort large group share Biological Beginnings &amp; Prenatal Development &amp; Birth &quot;The Developing Child #5&quot;</td>
<td>Self Assessments <a href="http://www.thersa.org/fellowship/where-you-are/usa">http://www.thersa.org/fellowship/where-you-are/usa</a></td>
</tr>
<tr>
<td>T/Th 2/3-5</td>
<td>Changing the Education Paradigm</td>
<td>#1,2,4,8,9</td>
<td>Chapter 2: Small Group Learning Community Cohort large group share Chapter 3: Physical, Cognitive Social &amp; Emotional Development in infancy Extra Credit opportunity: include in summary: &quot;Babies&quot;</td>
<td>Introduction to Life Span- Who am I, why am I here and What I want to learn (SLO)</td>
</tr>
<tr>
<td>T/Th 2/10-12</td>
<td>Family Development</td>
<td>#3,4,5</td>
<td>Independent Study to meet in small groups to discuss oral project rubric Meet in Computer Lab for e-port overview, &amp; google drive share</td>
<td>Quiz Ch. 1 &amp; D2L Discussion board</td>
</tr>
<tr>
<td>T/Th 2/24-26</td>
<td>Early Childhood</td>
<td>#4,5</td>
<td>Chapter 3: Small Group Learning Community Cohort large group share Physical, Cognitive Social &amp; Emotional Development in Early Childhood Preparation for Montessori tour; Superwoman has already been here: <a href="http://www.youtube.com/watch?v=ZQl-7Lmm4XE">http://www.youtube.com/watch?v=ZQl-7Lmm4XE</a></td>
<td>Quiz Ch. 3 &amp; D2L Discussion board</td>
</tr>
<tr>
<td>T/Th 3/3-5</td>
<td>Family Development</td>
<td>#4,5</td>
<td>Chapter 4: Small Group Learning Community Cohort large group share Early Childhood- The Learning Class- M.I. #4 Observation 1 presentation/peer assessment</td>
<td>Research Summary</td>
</tr>
</tbody>
</table>

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Dr. Norman Lorenz, Sacramento City College, Spring 2015
| T/Th 3/10-12 | Chapter 5: Middle & Late Childhood  
Superwoman Has Already Been Here  
Bullying series- www.kcra.com/bully | #5,6 | Physical, Cognitive Social & Emotional Development in Middle Childhood  
Dalton Sherman keynote  
Elementary Learning, Edutopia, Charter School  
Extra Credit opportunities (Attach with semester course summary, see description under summary.)  
Won’t Back Down  
Waiting for Superman  
Race to Nowhere  
Bully  
Chapter 5: Small Group Learning Community Cohort large group share | Quiz Ch. 4 & D2L Discussion board  
Observation 1 deadline to the drop box by 3/16; closes 11:59 p.m. |
| T/Th 3/17-19 | Chapter 6: Adolescence  
http://www.aap.org  
www.healthychildren.org &  
Anti-Bullying campaign Here is their Facebook page: https://www.facebook.com/TheHARTforce?ref=ts&fref=ts  
Here is their website: www.thehartforce.com | #5,6,7 | Physical, Cognitive Social & Emotional Development in Adolescence  
http://www.maniacworld.com/are-you-going-to-finish-strong.html  
http://www.edutopia.org/project-based-learning-overview  
http://www.youtube.com/watch?v=bwVVp6KUjBo  
Development and Learning across Youth Programs in School  
http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools.html  
Chapter 6: Small Group Learning Community Cohort large group share  
http://www.edutopia.org/lucas-golden-caseel-eef-video  
Extra Credit opportunity: include in summary: “Boy’s Don’t Cry” or “Perks of a Wallflower” or “Stand By Me” | Quiz Ch. 5 & D2L Discussion |
| T/Th 3/24-26 | Research summary presentation | #1-9 | Childhood & Adolescence- Seasons of Life  
http://www.learner.org/vod/vod_window.html?pid=452  
Research presentation: Independent class time to complete oral presentation Q & A | Quiz Ch. 6 & D2L Discussion board  
2/24-3/19 DB & Quizzes, Chapters 4,5,6 due 3/23  
closes 11:59 p.m. |
| T/Th 4/7-9 | Early & Middle Adulthood  
www.foundationccc.org;  
Discuss  
Observation 2 expectations | #8,9 | How To Find and Do Work you Love: Scott Dinsmore:  
http://tedxtalks.ted.com/video/How-To-Find-And-Do-Work-You-Lov;search%3Ascott%20dinsmore%20  
Physical, Cognitive Social & Emotional Development in Early & Middle Adulthood | Research summary close 4/6; closes 11:59 p.m.  
Post oral project draft outline due |
| T/Th 4/14-16 | Quote: Begin… Phy/Cog | #8,9 | Early Adulthood- Seasons of Life  
http://www.learner.org/vod/vod_window.html?pid=455  
Observation 2 expectations  
Independent class time to complete oral presentation Q & A | Quiz Ch. 7 & 8  
D2L Discussion board |
| T/Th 4/21-23 | Quote: Begin… Phy/Cog | #8,9 | Middle Adulthood- Seasons of Life  
http://www.learner.org/vod/vod_window.html?pid=455  
Chapter 7 & 8: Small Group Learning Community Cohort large group share | Quiz Ch. 7 & 8  
D2L Discussion board  
Observation 2 summary due and closes 4/27; closes 11:59 p.m. |
| T/Th 4/28-30 | Quote: Soc/Em P/T/T | #8-9 | Chapter 9: Late Adulthood  
Independent small group  
www.aarp.org | Physical, Cognitive Social & Emotional Development in Late Adulthood  
Independent Small group to formalize Oral Project outline with bibliography  
Late Adulthood- Seasons of Life  
http://www.learner.org/vod/vod_window.html?pid=455  
Post Formal Oral Project Outline to small group area based on rubric; include each participants responsibilities |
Course Requirements:
Each student is expected to participate in all forms of classroom content, including class discussions and group activities, as well as completing textbook and homework assignments and on line examinations.

Instructional Methods, Pedagogies and in class activities that strengthen Student Success:
Lectures will be presented on the socialization process and influences. Large and small group discussions will be conducted to problem-solve issues based on text reading. Multimedia presentations, guest presentations, field studies and demonstrations will be part of in-class activities. Students will be asked to apply theory and research presented in the text to scenarios in the life and where they may be applied across the career path. Students will use critical thinking skills to decipher which theories are applicable in different situations and ideally follow this five-step process to recognize content and bring about contextual meaning as to how the information may integrate into career path development.

1. Read the assigned text information and class lecture outlines prior to the class period;
2. Participate individually in topic orientations of the content that creates small group prompted discussions
3. Share these small group perspectives based on the research presented as it relates to the large group
4. Integrate the individual; small and large group perspectives with a second reading that relates the discussion board responses to address student-learning outcomes, equate into educational goals, and develops career path inspirations.
5. Finally, through these multi directional/dimensional venues of learning, prepare and complete assignments including discussion boards, observations, research, and assessments and they contribute to overall teaching and learning to student success.

The Seven Principles of Montessori Education are used as Instructional Pedagogies in the Community College Classroom

The value of the preceding information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following seven principles are guides to the professors.
professional conduct that seeks to promote eventual changes in how the students participates in their own education (Montessori, 1967).

- Respect for the student learning with prior knowledge
- The absorbent mind- The ability apply and analyze basic knowledge
- The process of Normalization- Creating a trust in building the relationship
- The Sensitive periods- Based on trust in the relationship, an awareness that development of knowledge increases as the student applies critical thinking such as problem solving and decision making
- The Prepared Environment- The physical space is vital to offering student centered engagement
- Preparation of the Teacher- The role is to come prepared with content and demonstrate flexibility regarding the needs of the students as they will build the contextual value; meaning erupts
- Role of the student adult to be defined and explained as these developmental characteristics are carried out in the adult classroom and environment such as “work environment”

On Course Instructional Qualities to Student Success-

- Self Responsibility
- Self Motivation
- Self Management
- Interdependence
- Self Awareness
- Life Long Learning
- Emotional Intelligence
- Self Belief

**Classroom Conduct:**
- All Students are required to attend class regularly and with a timely arrival!!
- Purchase a copy of the textbook (tests are based on the lecture, class meetings, and textbook)
- Read assignments prior to each class meeting
- Take notes during class lectures
- Contribute to class discussions when appropriate
- BE RESPECTFUL of others in this learning environment as you participate in class
- Follow the Guidelines for Student Conduct outlined in the SCC Student Guide
- If you need assistance, please see me. Cheating, plagiarism, harassment and disruptive behavior will result in dismissal from the course.
- Drinking water is allowed in class
- This is an adult class; please leave children at home or in the care of a guardian during class. Contact the SCC Child Development Center or arrange for alternate child care & development services
- Retain all handouts and assignments for reference during the course
- Hand in assignments and projects on time
- Be willing to give thought, effort and concentration to each assignment or project
- Be prepared to fully participate in group discussions or projects
- All Cellular phones, pagers, CD players, radios, and similar devices shall be on vibrate only in the classroom and laboratory facilities. Please refrain from use of texting and/or phone during the class period; if you “must” take a call or text, it is expected that you exit the classroom. Realize that this warrants being absent from class. Reasonable laptop-size computers may be used in lecture for the purpose of taking notes and/or assessments.

**Grading:**
Accumulated points on exams, class assignments, attendance and participation will compute student grades. Grading is on a percentage basis, not a class average. All required assignments are advised to be completed and turned in on due dates and must be received by the deadline date in order for a grade to appear for that assignment at the end of the semester.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>SLO #</th>
<th>Points</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>8</td>
<td>160</td>
<td>13%</td>
</tr>
<tr>
<td>10 Discussions (D2L)</td>
<td>1,2,3,6</td>
<td>150</td>
<td>12%</td>
</tr>
<tr>
<td>Chapter Quizzes 1-10</td>
<td>1-9</td>
<td>300</td>
<td>25%</td>
</tr>
<tr>
<td>Two Life Span Observations (Choose 2 from 4)</td>
<td>2,3,5,8</td>
<td>100</td>
<td>16%</td>
</tr>
<tr>
<td>Life Span Topic Group Presentation</td>
<td>1-9</td>
<td>200</td>
<td>16%</td>
</tr>
<tr>
<td>Current Life Span Research Topic Summary</td>
<td>4,9</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>e-Portfolio Resource- Flash Drive- Introduction/Summary</td>
<td>1-9</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>Total Points for Class</td>
<td></td>
<td>1055</td>
<td>100%</td>
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Rubric & Grading

Students will be graded based on three levels of criterion: Content, Relevancy, & Structure. Grading Rubric

<table>
<thead>
<tr>
<th>100-90 % Advanced</th>
<th>90-80 % Proficient</th>
<th>89-70 % Basic</th>
<th>69-60 % Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>All categories met</td>
<td>Categories addressed</td>
<td>Categories unclear</td>
<td>Categories not met</td>
</tr>
</tbody>
</table>

**Content**
- Clearly communicates a central idea/thesis worthy of development and sufficiently limited to be manageable
- Has a clearly stated thesis or central idea, but may have minor lapses in development.
- May develop paragraphs that are related individually to the main idea, although the relationship may occasionally be unclear
- Does not have a clear central idea or does not respond clearly to the topic.

**Relevancy**
- Employs sophisticated transitional sentences to develop one idea from the previous one or identify their logical relations
- Offers generally relevant evidence and reasons to support its points.
- Often depends on unsupported opinion or assumes that evidence speaks for itself.
- May have paragraphs that lack topic sentences or main ideas, or that present ideas too general or too specific to be developed effectively.

**Structure**
- Uses sentences that are varied, clearly structured, and carefully focused
- May contain a few errors that distract the reader but do not impede understanding
- May contain several mechanical errors which may temporarily confuse the reader but do not impede understanding
- Contains several awkward or ungrammatical sentences.

**Grades**

| A= 90% - 100%; B= 80% - 89%; C 70% - 79%; D 60% - 69%; F below- 59% (re-submit) |

**Assignments Summary:**
- Reflective discussion boards include specific assignments as well as personal opinions on textbook assignments, media presentations and/or classroom discussions.
- The Life Span observations and research study includes written observations including developments in the chapters, a comparison with theories of development, and an oral class presentation.
- Exams assess the student's ability to define terms, state conclusions of research studies, as well as recall specific information. Exams are open-book with true/false, multiple choice and short answer essay questions.
- Summary of Current Research and other assignments as given in class.
- All work must be typed, 12-point font, double-spaced. A handwritten version will not be accepted.

**Late Assignments need prior arrangements from the instructor. All concerns about your progress in this class can be discussed by appointment. PLEASE AVOID WAITING UNTIL THE END OF THE SEMESTER. PLAN YOUR TIME WISELY.**

**Attendance:** (32 @ 5 points totaling 160 points)
- Students must be in attendance a minimum of 80% to pass the course or may be dropped after six absences.
- Students who arrive more than 10 minutes late will be marked absent.
- Students must contact the instructor by e-mail to receive an excused absence if unable to attend class and have a valid reason for an excused absence. It is recommended that any appointments be made around class hours.
- During the semester, the instructor may DROP a student from class when the student has missed five classes in a row without notifying the instructor.
- It is the Student's responsibility to drop a class or risk receiving an "F" grade.
- It is the students' responsibility to get missing notes and assignments from other class members.
- Exam make-ups or late homework assignments will not be accepted without prior approval of the instructor.

**Discussion Group (D2L): (10 @ 15 points totaling 150 points)**

This exercise is based on your view points of the topic areas based on readings and small group exchanges.

**Chapter One--The Life-Span Developmental Perspective**
Chapter 1. Core Concepts
Appendix--Careers in Life-Span Development

**Chapter Two--Beginning**
Biological Beginnings, Prenatal Development and Birth

**Chapter Three--Infancy**
Physical, Cognitive, Social & Emotional Development in Infancy

**Chapter Four--Early Childhood**
Physical, Cognitive, Social & Emotional Development in Early Childhood

**Chapter Five--Middle and Late Childhood**
Physical, Cognitive, Social & Emotional Development in Middle & Late Childhood

**Chapter Six--Adolescence**
Physical, Cognitive, Social & Emotional Development in Adolescence

**Chapter Seven--Early Adulthood**
Physical, Cognitive, Social & Emotional Development in Early Adulthood

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Chapter Eight--Middle Adulthood
Physical, Cognitive, Social & Emotional Development in Middle Adulthood

Chapter Nine--Late Adulthood
Physical, Cognitive, Social & Emotional Development in Late Adulthood

Chapter Ten--Endings
Physical, Cognitive, Social & Emotional Development affecting Death, Dying and Grieving

Chapter quizzes: (10 @ 30 points totaling 300 points)
Assessments Internet Website: https://d2l.losrios.edu/ (See quizzes)
Under quizzes, choose the section for which you are taking the assessment. Once you’ve taken the assessment and submitted for scoring, you can check the grade book for your score. These scores will be transferred to your full grade for the course.

Written Observations Options on Age/Stages of Development: (2 @ 50 points totaling 100 pts.)
Written observations are required for each of the following developmental areas: (1) Child Related- school setting, private/public school; (2) Church or community setting- example, senior center, community meeting- example Rotary; (3) Governmental entity- examples- park and recreation, city council, county supervisors, court system; or community access channel; & (4) Death/dying related- Read a series of memorial obituaries; learn about a memorial service or visit a grief counselor or group.
Note the due dates in the class schedule. Based on choosing Observation 1 and your choice of 2,3, or 4, each observation must include a summary of what you observed and which theories it supports based on the textbook.

(Required) 1. School/Education Setting includes any and all levels of development, including but not limited to social/emotional, physical or gross & fine motor skills and/or cognitive development.
Write a summary that explains what you observed and learned about physical growth and development. Refer to the growth charts in the textbook to explain why you think the child is developing in the manner you observed. Include photos, children's art or samples of writing to document what you observed. There is a form on the D2L website under content that you can use to complete this assignment as well as using this website as a resource, http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm.

(Choose 1 from the following 3.) 2. Local Community setting- example, senior center, community, board, hospital, church, assisted living, a meeting such as a Rotary. This observation looks at how community expresses and labels their feelings of happiness, anger, disappointment, sadness or guilt. It also examines how they handle frustration and anger. Observe this setting with regard to interaction with other people in the setting you observe. Describe the setting, who contributed to the setting, and what happened. Use exact quotes of what was said between the interactions of the people present.
Write a summary of what you observed and compare your observation to the stages of development described by Erikson. Determine the temperaments (Chess & Thomas) if any, and the impact of other influences on the social development such as gender (Kohlberg) and the environment, or culture. http://www.psychpage.com/family/library/temperm.htm

3. Governmental or Administrative Entity- examples- park and recreation, city council, county supervisors, state legislative, hospital or assisted living, administrative & court systems; i.e., community access channel. This observation focuses on how community works based on governmental policy and protocol. It looks at the way we think, recall facts, recall previous activities, develop language skills, solve problems, understand cause and effect, learn employment skills, and express oneself through creative outlet and activities.
Write a summary of what you observed and how it relates to the research in the textbook about information pertaining to this area of social observation. Use Howard Gardner’s Multiple Intelligence to compare or contrast, or others to what you observed. http://www.businessballs.com/howardgardnermultipleintelligences.htm

4. Death/Dying/Grieving- Read a series of memorial obituaries; learn about a memorial service or visit a grief counselor or group, assisted living or an over 55 community or establishment.
Write a summary of this section involving the ideals in the chapter on this subject matter including stages process of death acceptance, according to Kubler-Ross. http://www.businessballs.com/elisabeth_kubler_ross_five_stages_of_grief.htm

ORAL PRESENTATION OF A TOPICAL LIFE SPAN SECTION (200 points)
Groups will be designed around the section you would like to study and present. Your group will discuss the observations, and plan a classroom presentation that describes a typical growth and development based on the section you're studying. Be creative and use visual aids, role plays, multi-media or any other techniques that make your presentation interesting. All members of the group are graded based his/her participation in the presentation.

Dr. Norman Lorenz, Sacramento City College, Spring 2015
### Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td><strong>Content: Presentation Relevancy and Concepts</strong></td>
</tr>
<tr>
<td>50</td>
<td>Ability to describe the major aspects of developmental milestones and how they relate to your career path /50</td>
</tr>
<tr>
<td>50</td>
<td>Shows Knowledge of approaches within the theories presented /50</td>
</tr>
<tr>
<td>25</td>
<td>Describes own opinion as to the most meaningful parts of the theorist as it relates to life span and career path /25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> /125</td>
</tr>
<tr>
<td>50</td>
<td><strong>Relevancy: Connects to Career Path</strong></td>
</tr>
<tr>
<td>25</td>
<td>Lecture form/visual presentation- as it connects to life span /25</td>
</tr>
<tr>
<td>25</td>
<td>Props used to exemplify approach in meeting all learning styles /25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> /50</td>
</tr>
<tr>
<td>25</td>
<td><strong>Structure: Preparation and rationale</strong></td>
</tr>
<tr>
<td></td>
<td>Professional appearance /25</td>
</tr>
</tbody>
</table>

total: 200

**Grading percentage scale:**

- 100-90= A
- 89-80= B
- 79-70= C
- 69-60= D
- 59-0= F

### Summary of Current Research:

**Part I: Written Summary (50 points)**

Choose one of the topics covered in this textbook and in this course. It can be on any topic that interests you from the age span of birth to old age, i.e., the life span groups. You may use any RESEARCH JOURNAL (such as Child Development or Developmental Psychology) or on-line resource. Guidelines for research methods may be in D2L under Writing Short essays.

Examples: [http://www.hfrp.org/research-areas](http://www.hfrp.org/research-areas); [www.preschoolcalifornia.org](http://www.preschoolcalifornia.org); [http://nieer.org/](http://nieer.org/); [www.wested.org](http://www.wested.org) (See the content page in D2L for more resources.)

**Written Summary questions:**

- Include the title of the research, author, date, and the name of the research journal; the name of the newspaper or magazine, article title, dates, and author if available.
- Summarize the main point of the research based on the rubric: Overview, thesis statement of the research, your interest in why you chose the article, in your opinion, how it provides school readiness for the student learner and finally, how this article connects to your career path.
- Your written summary needs to respond to these questions in complete paragraphs. Do not simply answer the questions. Type your summary in 12-point font double-spaced and submit it along with the article itself to the drop box in d2l under “research summary”.

**Part II: Discussion and Presentation (50 points)**

Summarize the research based on the above rubric and present the main points orally to a selected group. Limit your presentation to 3-5 minutes. You will be assessed by a peer in your group using the rubric.

**e-Portfolio Resource: (100 points)** Go to: [https://apps.losrios.edu/login.html](https://apps.losrios.edu/login.html); access the google apps by your w”id”@apps.losrios.edu. To turn in the folder, you will “share” with instructor at w0005153@apps.losrios.edu.

It is expected that the student will compile all information related to Theories of Development with the following categories. Each Section is worth 10 points. In order to obtain the initially provided resources, you will have the folders shared with you via the instructor. Once you have compiled all the information in your own folder, you will share the folder with the instructor at the end of the course.

- E-portfolio folder by student:
  - Last name, first name “Course number and title” season/year

**Material resources**

- Tabbed folders
- General overview and introduction to Life Span Development- A two page minimum double space 5 paragraph essay using the “Writing Resource” with MLA formatting. Introduce yourself (how you identify yourself), one point of what brings you or interests you in taking this class and how your interest what you hope to learn based on at least one of the Student Learning Outcomes listed. See the writing rubric for details on grading.
- Section 1-10 Chapter presentations
- Section 1-10 Discussion responses
- Observations
- Research Summary & article
- Oral Presentation material & resources
- Summary of Life Span Development- A two page double space exercise using the “Writing Resource” with MLA formatting. Summarize what you have learned in this course according to the SLO you defined in your introduction. Capture one element that you will use in your career path and professional development. Remember you can include and incorporate one of the movies referenced in the syllabus from one of the developmental life spans for up to an extra 25 points credit. See the writing rubric for details on grading.

Dr. Norman Lorenz, Sacramento City College, Spring 2015
<table>
<thead>
<tr>
<th>Group 1</th>
<th><strong>Beginnings</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Explain the process of the biological functions and the importance of these stages—Nature/Nurture Debate</td>
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<td></td>
<td><strong>Theory support into Practice: John Watson, B.F. Skinner, &amp; Arnold Gesell</strong></td>
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<tr>
<th>Group 2</th>
<th><strong>Physical &amp; Cognitive Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>Analyze the changing developmental aspects that affect the changing trends in society from infancy through late adulthood.</td>
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<td></td>
<td><strong>Theory support into Practice: Lev Vygotsky &amp; Jean Piaget</strong></td>
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<tr>
<th>Group 3</th>
<th><strong>Social &amp; Emotional Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>Analyze these areas of development as they alter society's values for these age groups from infancy through late adulthood</td>
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<tr>
<td></td>
<td><strong>Theory support into Practice: Sigmund Freud &amp; Eric Erickson</strong></td>
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<tr>
<th>Group 4</th>
<th><strong>Personality Traits and Temperaments Development</strong></th>
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<tr>
<td></td>
<td>Differentiate the importance of race, culture and ethnicity to the developmental perspectives on such items as gender roles, sexuality, and/or family values as they are played out through the life span.</td>
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<td><strong>Theory support into Practice: Brofenbrener, Gardner, Chess &amp; Thomas</strong></td>
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<tr>
<th>Group 5</th>
<th><strong>Social/Moral Development</strong></th>
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<td></td>
<td>Examine the roles, functions and services the career path provides to individuals and families with regard to examples such as how the resources are supportive within such items as self development, environment, social and/or moral character.</td>
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<td><strong>Theory support into Practice: Lev Vygotsky &amp; Lawrence Kohlberg</strong></td>
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<tr>
<th>Group 6</th>
<th><strong>Endings</strong></th>
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<tbody>
<tr>
<td></td>
<td>Examine the basic values of the Death, dying and grieving process as it relates to the individual dying and the grieving process of the family and the workplace.</td>
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<tr>
<td></td>
<td><strong>Theory support into Practice: Kubler-Ross</strong></td>
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**Individual and Group Participation Rubric Agreement**

The intention of sharing this information is to heighten awareness about individual and group classroom discussion. The level name introduces the area of interest as we experience a social, face-to-face interaction with one another concerning content and course materials. The “A,B,C” graded equivalent columns provide students with areas of performance with respect to reaching the student learning outcomes in such a way as to fully implement them across all developmental categories.

<table>
<thead>
<tr>
<th>Level Name</th>
<th>Advanced in Goals 100-90% - A</th>
<th>Proficient in Goals 89-80% - B</th>
<th>Basic/Not meeting Goals 79-70% - C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared for Class</td>
<td>- Thorough understanding</td>
<td>- Information from assignment</td>
<td>- Unclear whether and how well</td>
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<td></td>
<td>- Well formed questions</td>
<td>summarized and not used</td>
<td>preparation is completed.</td>
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<td></td>
<td>- Fits with discussion</td>
<td>- Assignments disconnected with</td>
<td>- Assignments incomplete prior to</td>
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<td>- Illustrates ideas with</td>
<td>discussion</td>
<td>class.</td>
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<td>examples</td>
<td>- Assignments partially</td>
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<td>- Assignments completed prior</td>
<td>complete prior to class</td>
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<td>to class</td>
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<tr>
<td>Promoting Discussion</td>
<td>- Thoughtfully presents ideas</td>
<td>- Intent of making points heard</td>
<td>- Emphasizes individual ideas</td>
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<td></td>
<td>- Listens intently</td>
<td>- Focuses on examples</td>
<td>- Monopolizes conversation at</td>
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<td></td>
<td>- Works to involve others</td>
<td>- Some peripheral discussion</td>
<td>times</td>
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<td>- Listens to others points of</td>
<td>- Asks clarifying questions</td>
<td>- Interrupts or restates ideas of</td>
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<td>view</td>
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<td>others</td>
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<td></td>
<td>- Relevant questions</td>
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<td>- Some questions are trivial or</td>
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<td>off topic</td>
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<tr>
<td>Progression of Growing Ideas</td>
<td>- Questions, opinions in depth</td>
<td>- Follows discussion</td>
<td>- Ideas are static</td>
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<td>with topic areas</td>
<td>- Summarizes ideas</td>
<td>- Often off topic</td>
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<td>- Clarifies &amp; draws illustrated</td>
<td>- Occasionally takes initiative</td>
<td>- Individualizes statements</td>
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<tr>
<td></td>
<td>connections</td>
<td>to advance own &amp; others ideas &amp;</td>
<td>- Disconnect between share and</td>
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<td>- Draws upon experience to</td>
<td>thinking</td>
<td>topics.</td>
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<td></td>
<td>highlight understanding</td>
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<tr>
<td>Attending to Work</td>
<td>- On time</td>
<td>- Most often present and</td>
<td>- Significantly late or</td>
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<td></td>
<td>- Prepared and ready to begin</td>
<td>engaged</td>
<td>disengaged</td>
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<tr>
<td></td>
<td>- Actively engaged</td>
<td>- May arrive/leave late/early &amp;</td>
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<tr>
<td></td>
<td></td>
<td>distracted</td>
<td></td>
</tr>
</tbody>
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Student Name:                      Preferred Nickname:
Phone/text:                        Personal e-mail:
Signature:                         Date:

Dr. Norman Lorenz, Sacramento City College, Spring 2015