

EADU 8090

Adult Development and Instruction*

Winter Semester, 2007

*This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Catalogue Description

Adult developmental psychology, including the nature of adult development, issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning of adults.

Course Content

Developmental or lifespan psychology is a field of study concerned with changes in behavior that occur over time. Developmental psychology includes the entire life span from conception until death. Infancy, childhood, adolescence, and adulthood are major divisions of the lifespan. This course will focus upon *adult* development and its relationship to adult learning and instruction.

This course is intended to be an overview of (1) the nature of adult development, (2) issues and trends in the field, (3) theories of adult growth and development, (4) the current status of knowledge regarding adult development and its implications for adult learning and instruction, and (5) how gender, race, class, culture and so on, shape development over time.

Course Location: WebCT address: <http://webct.uga.edu>

Course Organization: Classes will run in two-week sessions beginning January 8, 2007 through April 30, 2007. Course assignments are located in the Course Content icon on the homepage of the WebCT course.

Texts

Bee, H. L. & Bjorklund, B. R. (2004). *The journey of adulthood*. (5th Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Baumgartner, L. & Merriam, S.B. (2000). *Adult learning and development multicultural stories*. Malabar, Florida: Krieger Publishing Company.

Readings from a variety of sources will be provided throughout the course.

Instructor

Dr. Sharan B. Merriam, Professor, Adult Education smerriam@uga.edu
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Graduate Assistant:

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Class Schedule

Session 1 January 8 - January 21, 2007

Introduction and overview of the course
Concept and definitions of adult development
3 kinds of time

Readings: Bee, chapter 1 and 2,

Content in Web CT: Merriam, Time as the Integrative Factor
Three Kinds of Time PowerPoint Slides

Session 2 January 22 – February 4, 2007

Psychosocial theories of development
Ages and stages
Developmental Tasks, Life Events and Transitions
Daloz: The Story of Gladys & Beyond Tribalism

Readings: Bee, chapter 10

Content in Web CT: Ross-Gordon, Gender Development
Male and Female Models of Development
Imel: Adult Development

Assignment:

Role of Educator in Development due **February 4th**

Session 3 February 5 – February 18, 2007

Gender, Race, Class, Culture, Sexuality and Identity Development

Content in WebCT: Chavez & Guido-DiBrito, Race and Ethnic Dev.

*FlipFlops, Are You Writing a Book? Church
Macintosh article*

Assignment:

Gender/race/class/sexuality/culture paper due **February 18**

Session 4 February 19 – March 4, 2007

Consistency and Changes in Personality Across Adulthood
Age Changes in Personality

Readings: Bee, Chapter 9 & Chapter 12

Assignment: Movie Review due **March 4**

Session 5 March 5 – March 25, 2007 (Spring Break March 12-16)

Cognitive Development
Memory, Intelligence, and Learning

Readings: Bee, Chapter 5

Content in WebCT: PBS Video Clip on Intelligence and Aging
Mountain Biking and the Pleasures of Balance
La Tortillera

Assignment: “Consultant” Paper due **March 25**

Session 6 March 26 – April 8, 2007

Work and Retirement

Readings: Bee, Chapter 8

Content in WebCT: *Learning to Work*
Sweetheart

Session 7 April 9 – April 22, 2007

Biological Development: Implications for Learning
Physical Changes, Health and Health Habits
Stress and Aging

Readings: Bee, chapters 3, 4, 11

Content in WebCT: Estimated Life Expectancy
Dr. Walford & Calorie Reduction video website

Assignment: Life Stage Interview due **April 22**

Session 8 April 23 - April 30, 2007

Death and Dying
The Successful Journey

Readings: Bee, chapter 13, 14

Content in WebCT: *This Place*

Course Assignments and Policies

Each two-week session contains a short introduction of the topics we will cover, your reading assignments, and your written assignments with due dates. Topics for discussion will be posted in the Communication area of WebCT and you will be notified by email as each new topic is added. You are also encouraged to communicate your expectations and interests for the course to the instructor so that activities can be planned to address your interests.

Assignments

Three short (3-5pages) Reflection/Analysis Papers (30 points total)

- Role of Adult Educator due *February 4th* 10 points
- Gender, Race, Class,
Sexuality, Culture due *February 18* 10 points
- Consultant Paper due *March 25* 10 points

Specific guidelines for each of these short papers is in the course content in webct

Movie Analysis (25 points) – due *March 4, 2007*

Characters and events in movies often reflect the various issues related to a particular stage of development in adulthood. You are asked to select a movie from a list of possibilities found in the guidelines for this assignment in course content in webct. You are asked to present a brief overview of the movie, and give specific examples from the movie that illustrate the concerns/issues/tasks of that life stage.

Life Stage Interviews (25 points) – due *April 22, 2007*

You will be asked to select either young adulthood, middle age, or older

adulthood and interview one male and one female in that stage of life. You will analyze the two interviews in terms of the developmental issues pertinent to that life stage. Further guidelines are in course content in webct.

WebCT Discussion Board: (20 points)

For each two-week session you are asked to post a minimum of three comments **per week or six per class session** concerning the topic under discussion. Each class session may have one or more topics in discussion at any time and you will be notified by email when a new topic is posted. Your comments should be substantive reflecting your reading of materials related to the topic. Once the date of the class session has passed, you may still post in the discussion if you wish, but your comments will not count toward your grade. Grading is based on the *quality* of your post, not just the quantity.

Policies

Students who may have a disability or special needs are encouraged to notify the instructor early in the course so that reasonable accommodations can be made.

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. For more detailed information see <http://www.uga.edu/ovpi/honesty/acadhon.htm>.