

***Adult Development and Instruction***  
***EADU 8090***  
***Fall Semester 2006***

**Instructor:**

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Course based on initial design by Sharan Merriam

**Course Location:**

**WebCT address:** <http://webct.uga.edu>

**Course Schedule and Course Organization:**

Classes will run in two-week sessions beginning August 16, 2006 through December 6, 2006. Your course assignments are located in the Course Content icon on the homepage of the WebCT course.

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.

**Course Content:**

This course covers current psychological and psychosocial theories and research findings relevant to adult development and learning. The course will provide an overview of the major theories of adult development, the current status of the research and the implications for adult learning and instruction, and how changes that occur as a normal part of aging impact learning.

**Text:**

Bee, H.L. & Bjorklund, B. (2004). *The Journey of Adulthood*. (Fifth Edition) New Jersey: Prentice Hall.

I will provide other readings throughout course.

**Course Goals:**

- To give you an overview of the current theories of adult development
- To understand fundamental developmental changes of adulthood.
- To develop knowledge of how adult development impacts learning through out the life span.

## **Course Assignments and Grading:**

**Time Line Assignment** (10 points): Due August 29, 2006- See course content in webct

**One short 2-3 page paper:** (10 points) Due September 26, 2006

Choose one theory that you think best describes or explains adult development.

1. Discuss the focus of the theory
2. What assumptions are made about adult life
3. Viewing this through the lens of a practical adult educator, the question for reflection is which theory of adult development is most useful to your practice of adult education professional education?

**Movie Review (4-5 pages):** Midterm (25 points): Due October 24, 2006:

There are many movie themes that illustrate the various issues related each stage of development in adulthood. Provide a brief overview of the movie and give specific examples from the movie that illustrate the stage you choose. I have provided a list of possible movies that have been used by students in Sharan Merriam's classes as well as my own. You may choose others not on the list if you choose.

| <u>Young Adulthood</u> | <u>Middle Adulthood</u> | <u>Late Adulthood</u> | <u>Late, Late, Adulthood</u> |
|------------------------|-------------------------|-----------------------|------------------------------|
| October Sky            | Father of the Bride     | On Golden Pond        | Titanic                      |
| Rudy                   | American Beauty         | Guarding Tess         | S. Private Ryan              |
| Good Will Hunting      | Vacation                | Grumpy Old Men        | Cocoon I & II                |
| The Water Boy          | Field of Dreams         | Meet Joe Black        | Driving Miss Daisy           |
| Forces of Nature       | As Good as It Gets      | Mr. Holland's Opus    | Whales in August             |
| Titanic                | One True Thing          |                       | The White Dog                |
| Harold & Maude         | Marvin's Room           |                       | Remains of the Day           |
| Dead Poet's Society    |                         |                       | American Quilt               |

**Life Stage Interview (6-8 pages) Final** (25 points): Due Dec. 1, 2006.

You are asked to select someone in either young adulthood, middle, or older adulthood and to interview them in terms of the developmental issues at that stage of life. Guidelines follow at the end of the syllabus.

**WebCT Discussion Board:** (30 points)

For each two-week session you are asked to post a minimum of four comments **per week or eight 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. 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. Remember, you are graded on the “quality” of your post, not just the “quantity”.

**Attendance Policy:**

You are expected to complete all assigned readings and hand in written assignments on time. You should check into your course at least once every two days and respond to emails and discussions appropriately. If you miss discussion topics you will lose points from your final grade. I strongly urge you not to plan vacations or time away because it places a hardship on your group members. You are expected to carry your share of the learning activities.

|                           |                  |
|---------------------------|------------------|
| Time Line Paper:          | 10 points        |
| One Short Paper:          | 10 points        |
| Midterm Paper:            | 25 points        |
| Final Paper:              | 25 points        |
| Discussion Participation: | <u>30 points</u> |
|                           | 100 points       |

- A = 90-100
- B = 80-89
- C = 70-79

**Life Stage Interviews**

Based on your knowledge of adult development gained from your readings dealing with young, middle, and older adulthood develop a list of interview questions. You should observe which stage of adulthood the person is in and design your questions so that the responses reflect the issues of that stage and how or if this particular individual is dealing with similar issues described in you readings. Also delve into their learning activities, whether formal or informal, and find the reasons behind the learning.

It is recommended that you tape record your interviews as well as take notes so you can remember important comments.

Begin by providing basic demographic information, the physical appearance, the interview setting, and describe their life situation. Then discuss the person in relation to the research and literature of the life stage.

The paper should be approximately 6-8 pages.

**Persons with Disabilities**

I am sensitive to the concerns of people who may have special needs due to a disability, whether visible or invisible. Please take the time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you.

*All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.*

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

***EADU 8090 Adult Development and Instruction  
Fall Semester 2006 Study Guide***

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| <p><b><u>Class Session 1:</u></b><br/><b><u>August 16 - August 29, 2006</u></b></p> <p>Defining the Journey:<br/>Assumptions, Definitions, and<br/>Methods<br/>Themes of Adult Development</p> | <p><b><u>Readings:</u></b><br/>Bee: Chapters 1 &amp; 2<br/><b><u>Course Content in WebCT:</u></b><br/>Historical Time Overview<br/>Life Review Power Point Slides<br/>The Story of Gladys<br/>Truluck/Courtenay: Ego Development and Older<br/>Adults</p> <p><b><u>Assignment and Discussion:</u></b></p> <p>Complete and discuss the time line assignment found<br/>in the course content section under class session 1<br/><b>Time Line Due: August 29, 2006</b></p> |
| <p><b><u>Class Session 2:</u></b><br/><b><u>August 30 – September 12, 2006</u></b></p> <p>Theories of Adult Development<br/>The Growth of Meaning</p>  | <p><b><u>Readings:</u></b><br/>Bee: Chapters 12 &amp; 10<br/><b><u>Course Content in WebCT:</u></b><br/>Task Chart Revisited<br/>Susan Imel: Adult Development<br/>Balancing Act of Adult Life<br/>Male and Female Models of Adult Development</p>   |

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| <p><b><u>Class Session 3:</u></b><br/><b><u>September 13 – September 26, 2006</u></b></p> <p>Biological Development:<br/>Implications for learning<br/>Physical Changes/Health and Health Habits</p>   | <p><b><u>Readings:</u></b><br/>Bee: Chapters 3 &amp; 4</p> <p><b><u>Course Content in WebCT:</u></b><br/>Survey Questions on Aging<br/>Dr. Walford &amp; Calorie Restriction video website</p> <p><b>Short Paper Due: September 26, 2006</b></p> |
| <p><b><u>Class Session 4:</u></b><br/><b><u>September 27 – October 10, 2006</u></b></p> <p>Cognitive Changes in Adulthood: Memory, Intelligence, and Learning</p>  | <p><b><u>Readings:</u></b><br/>Bee: Chapter 5</p> <p>View PBS Video Clip on Intelligence and Aging</p>   |
| <p><b><u>Class Session 5:</u></b><br/><b><u>October 11 – October 24, 2006</u></b></p> <p>Consistency in Personality Across Adulthood<br/>Changes in Personality Across Adulthood<br/>Review of Age Changes in Personality and Motivation</p> | <p><b><u>Readings:</u></b><br/>Bee: Chapter 9</p> <p><b>Movie Review Due: October 24, 2006</b></p>   |
| <p><b><u>Class Session 6:</u></b><br/><b><u>October 25 – November 7, 2006</u></b></p> <p>Social Roles and Transitions</p>  | <p><b><u>Readings:</u></b><br/>Bee: Chapter 6</p>  |

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| <p>Social Roles and Gender<br/> Social Roles in Early, Middle, and Late Adulthood<br/> Atypical Families<br/> Variations in Timing</p>   | <p><b><u>Course Content in WebCT</u></b><br/> PP Slides: “Aging and Implications for Adult Education<br/> Why Women Live Longer than Men</p>          |
| <p><b><u>Class Session 7:</u></b><br/> <b><u>November 8 – November 21, 2006 (Thanksgiving Holiday!)</u></b></p> <p>Work and Retirement:<br/> The importance of Work<br/> Selecting a Career<br/> Age Trends<br/> Work and Personal Life<br/> Retirement and the Effects</p>  | <p><b><u>Readings:</u></b><br/> Bee: Chapter 8 (optional Chapter 13: Death and Dying)</p> <p><b>Panel Discussion: Direction in Course Content</b></p> |
| <p><b><u>Class Session 8:</u></b><br/> <b><u>November 27 – December 6, 2006 Classes End</u></b></p> <p>Stress and Resistance: A Few Theories, Individual Differences, Specific Types of Stress<br/> The Successful Journey: Individual Differences in Adult Development<br/> A Model of Adult Growth and Development</p> | <p><b><u>Readings:</u></b><br/> Bee: Chapters 11 &amp; 14<br/> Course Wrap-up</p> <p><b>Life Stage Interview Due: December 1, 2006</b></p>            |