

**HDCF 150-05 FALL 2007**  
**LIFESPAN HUMAN DEVELOPMENT**  
**Tuesdays/Thursdays 3:35-4:50pm 108 Reid Hall**

**Instructor:** Wendy Bianchini, MS, LCPC  
**Office Hours:** Tuesdays, 9:30-11:00am & by appointment  
**Office:** 114A Herrick Hall  
**E-Mail:** [wbianchini@yahoo.com](mailto:wbianchini@yahoo.com)  
**Phone:** 406-570-7940

**CONTENTS:**

1. Course Information
2. Tentative Schedule, Readings and Assignments
3. Writing Guidelines
4. Proofreading Assistance Form
5. Writing Assignment Descriptions
6. Course Contract

**Course Information**

***Catalog Description:***

Cognitive, physical, emotional, and social factors in human growth and development from conception through adulthood, aging, and death. Emphasis on classical and contemporary theory, current research, contextual context, and practical applications.

***Required Reading Material:***

Bee, H. & Boyd, D. (2006). *Development Through the Lifespan* (Second Custom Edition for Montana State University). Pearson Custom Publishing: Boston, MA.

***Objectives:***

1. Describe development including physical, cognitive, emotional, and social development as an ongoing set or process, involving both continuity and change.
2. Analyze different developmental events from the perspectives of the major theories.
3. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.
4. Apply knowledge from text and lecture to personal or professional life.

***Attendance:***

Attendance is expected. Students who attend class regularly will receive a higher grade in the course. Further, students are expected to arrive promptly for each session and to remain for the entire class.

It is YOUR RESPONSIBILITY to obtain missed notes, assignments, emails, etc. It would be wise to get a few phone numbers/email addresses of classmates to ask questions and get notes/assignments from when you do not come to class or are having difficulties receiving class emails. **DO NOT EMAIL OR CALL THE INSTRUCTOR TO OBTAIN INFORMATION FROM CLASSES YOU MISS.**

Participation in class discussion is strongly encouraged. Because much of the success of class discussion depends on prior preparation, students need to complete the assigned readings *before* each class.

***Office Hours:*** The instructor is available to meet individually with students to assist with class material, assignments and other relevant purposes. *You are strongly urged to drop by and get to know your*

*instructor.*

***Course Policy:***

There are several mechanisms of communication that students can use:

1. *Read your syllabus thoroughly!* (Most of your answers are in the syllabus.)
2. Attend class--changes in schedules/announcements frequently occur during class.
3. E-mail ([wbianchini@yahoo.com](mailto:wbianchini@yahoo.com)). Be sure to check information from the listserv regularly!
4. Appointments with instructor.
5. Leave a message on voice mail (406-570-7940). To be used for emergencies.

***Academic Dishonesty:***

Plagiarism, using the work of another person and submitting it as your own, is strictly forbidden. Plagiarism includes the work of your fellow students as well as published materials. The guidelines of MSU's Academic Integrity Guidelines (*MSU 2006-8 Undergraduate Bulletin*) will be followed in cases of academic dishonesty. These include the assignment of the professional penalty of "F" for the assignment and/or the course and report of the offenses to the appropriate office.

***Email/Listserv:***

All students enrolled in this section will AUTOMATICALLY be added to the listserv email group for this course. **MSU uses your MY PORTAL email address—the instructor does not manage the listserv.** If you are not receiving emails, it is YOUR RESPONSIBILITY to call ITC at 994-1777 to find out why you are not receiving class emails. You will be responsible for all information that is sent out via email, including schedule changes, extra credit opportunities, exam study guides, etc. Therefore by signing the course contract you are agreeing that you will check your MY PORTAL email regularly.

***Course Requirements:***

This course is organized into four major learning modules:

*Module #1* Beginnings, Theories, Pregnancy, Birth

*Module #2* Infancy, Early Childhood and School Years

*Module #3* Adolescence

*Module #4* Early, Middle and Late Adulthood

***Exams 2 x75 points each = 150 points***

There will be two multiple-choice exams in the course. Exams are NOT cumulative in style. The exams will cover materials from the text, articles, class lectures, and discussions. If you are concerned about exams, check into the study skills workshops offered each semester by Advance by Choice (SUB 146, 994-4541).

***Writing Assignments 3 assignments = 150 points total***

1. As part of the requirements of a university core course, you will be required to fulfill three writing assignments.
2. Students are expected to familiarize themselves with each writing assignment requirement.
3. Specific requirements and criteria for each writing assignment are attached to this syllabus.
4. Papers are due at the *beginning of class* on the dates designated on the course outline. LATE PAPERS WILL NOT BE ACCEPTED.

5. Students are expected to write their papers using proper APA format. Guidelines for APA formatting are available online at [www.writingcenter.pdx.edu](http://www.writingcenter.pdx.edu) or on reserve at the library. You are strongly encouraged to go to the Writing Center on campus for extra support with your writing skills. **HIGH STANDARDS OF WRITING ARE EXPECTED FOR THIS COURSE.**

***Dailies 60 points***

Dailies are five-to-ten point random questions based on assigned readings & class activities. These are not announced prior to class periods and may NOT be made up. Points will also be given for "showing up" on random days throughout the semester.

***Grades***

Grades will be based on the following points:

Exams	150
Paper #1	50
Paper #2	50
Paper #3	50
Dailies	60

**Total 360**

*Grading Scale: (based on total points earned)*

334-360	4.0 A	93%
324-333	3.7 A-	90%
313-323	3.3 B+	87%
298-312	3.0 B	83%
288-297	2.7 B-	80%
277-287	2.3 C+	77%
262-276	2.0 C	73%
252-261	1.7 C-	70%
234-251	1.3 D+	65%
216-233	1.0 D	60%
215-below	0.0 F	

*It is recommended that students check the email grade updates that are sent out a few times during the semester via the listserv to confirm the appropriate recording of exam, paper, and attendance scores.*

## Tentative Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
<b>August</b>		
28	Introduction, Research, Theories	<b>Ch. 1, “Identity Dance” A-1</b>
30	Theories	<b>Ch. 2</b>
<b>September</b>		
4	Theories, Prenatal Development	<b>Chs. 2, 3</b>
6, 11	Prenatal Development & Birth	<b>Ch. 3</b>
<b><u>SEPTEMBER 11 Contracts Due (page 17 of syllabus)</u></b>		
13, 18	Infancy/toddlerhood: physical & cognitive	<b>Chs. 4, 5, “Your Child’s Brain “ C-1</b>
20, 25	Early/Middle Childhood: physical & cog.	<b>Chs. 7, 9, “Medicating Young Minds” F-1, “I Am a Different Person” F-5</b>
27	Infancy: social & personality	<b>Ch .6, “Four Things You Need to Know About Raising Baby” D-1</b>
<b><u>SEPTEMBER 27 PAPER #1 &amp; Proofreading Form (pp. 10-11 of syllabus) Due</u></b>		
<b>October</b>		
2, 4, 9	Early & Middle Childhood: social & personality	<b>Chs. 8, 10, “Raising a Moral Child” E-1, “The Power of No” G-1, “Parents Behaving Badly” G-6</b>
<b><u>OCTOBER 11 MIDTERM EXAM (Chs. 1-10 &amp; articles)</u></b>		
16, 18, 23	Adolescence: physical and cognitive	<b>Ch. 11, “What Makes Teens Tick” H-1, “Why Do Schools Flunk Biology?” H-5, “Brown v. Board: A Deferred Dream” H-7</b>
25, 30	Adolescence: social and personality	<b>Ch. 12, “A Peaceful Adolescence” I-1, “Take as Directed” I-3, “Against School” I-10</b>

## Tentative Outline (continued):

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
<b>November</b>		
1, 6	Adolescence: social and personality	Ch. 12
<b><u>NOVEMBER 8 PAPER #2 Due</u></b>		
<b>November</b>		
8, 13	Death, Dying and Bereavement	Ch. 19, <i>“How do I Move on Without My Soulmate?” P-1</i>
15, 20	Early & Middle Adulthood: physical & cognitive	Chs. 13, 15, <i>“Hello to College Joys” J-1, “Blowing a Gasket” L-1, “Understanding Perimenopause” L-8</i>
<b><u>NO CLASS NOVEMBER 22 THANKSGIVING</u></b>		
27, 29	Early & Middle Adulthood: social & personality	Chs. 14, 16, <i>“And Now, The Hard Part” K-1, “The Science of a Good Marriage” M-1</i>
<b><u>NOVEMBER 29 Paper #3 Due</u></b>		
<b>December</b>		
5	Late Adulthood: social & personality	Ch. 18, <i>“Aging’s Changing Face” O-1</i>
7	Late Adulthood: physical and cognitive	Ch. 17, <i>“Secrets of Centenarians” N-1</i>
<b><u>MONDAY, DECEMBER 10, 12-1:50pm:</u></b> <b>Final Exam (Chs. 11-19 &amp; articles)</b>		

## **HDCF 150 WRITING GUIDELINES**

*\*\*Please refer to this resource before turning in EACH PAPER in this course*

### **I. Paper Requirements for ALL papers**

#### **1. Cover sheet stapled (in upper left corner) to paper:**

Do include:

- a. Your name and date
- b. Section number
- c. Instructor's name (spelled correctly)

Don't:

- a. Use a paper clip in place of a staple
- b. Fold over corners in place of staple
- c. When we say staple, we mean staple
- d. Put paper in any sort of binder, folder or cover

#### **2. Paper format:**

- a. Typed, double -spaced
- b. 12-point font type maximum, no less than 10-point
- c. 3-4 pages in length, NOT INCLUDING YOUR REFERENCE AND COVER PAGES--NO MORE THAN 4 PAGES max, NO LESS THAN 3 PAGES minimum
- d. Paper will have an introduction, body and conclusion
- e. Cite at least one reference! (see instructions below)
- e. Hand in on or before due date

#### **3. Paper mechanics:**

Do:

- a. Use spell check or dictionary
- b. Use grammar check along with spell check
- c. Have an introductory paragraph and a concluding paragraph that are somehow connected--tell the reader what the paper is going to talk about in the intro., then talk about what you said you were going to talk about, then summarize what you talked about in the conclusion
- d. Use clear, concise vocabulary and sentence structure
- e. HAVE SOMEONE PROOFREAD YOUR PAPER or at least read it outloud to make sure it makes sense.

Don't:

- a. Use a thesaurus to try to find fancier words for what you are trying to say.
- b. Misuse fancy words that you have looked up in thesaurus.
- c. Use contractions (can't, don't, I'd, they're, etc.)
- d. Use slang or casual lingo that is OK when talking, but not OK in an academic paper
- e. Use "YOU" or "YOUR" in your paper
- f. INTRODUCE NEW INFO. IN YOUR CONCLUSION.
- g. MAKE GRAND ASSUMPTIONS IN YOUR PAPER (ie: "We were a normal family." Or "Every kid liked baseball," etc.)

### **II. REFERENCING (also known as CITING your references)**

If you state any piece of info. in your paper that you got from somewhere else, YOU MUST CITE THE SOURCE. If you don't, then you are PLAGARIZING and it can lead to failing grades and even getting

thrown out of the university. THIS IS VERY IMPORTANT. Referencing can either be of a book, magazine, lecture, interview, website, or other piece of information. WITH SO MUCH INFORMATION OUT THERE TODAY, YOU NEED TO START RECOGNIZING WHAT ARE APPROPRIATE ACADEMIC SOURCES AND WHAT ARE NOT. Just because you found something on the web DOES NOT mean it is necessarily a legitimate source. You must reference your source after you refer to any information from the source in your paper. Examples for citation in the body of your text:

THERE ARE 2 WAYS YOU CITE INFORMATION (Direct quotes vs. paraphrasing) AND IT MUST BE CITED IN 2 DIFFERENT PLACES (in the body of your paper and at the end of your paper in the REFERENCE section.)

This is APA format for referencing.

### **1. REFERENCING IN THE BODY OF YOUR PAPER:**

Paraphrasing a lecture or something out of another piece of information:

**Example A:** Statistics show that college students suffer episodic stress 30% of the time (Bianchini, lecture, 2006).

**Example B:** Many factors affect the rate of maturation (Berger, 1998).  
*(Do not include a page number in this type of referencing)*

**Example C:** For direct, word for word quotes:  
According to Berger, "Genetic factors and nutrition affect not only size but rate of maturation as well" (Berger, 1998, p. 304).  
*(You must include an exact page number, or range of page numbers for direct quotes)*

**Example D:** When you cite one of the articles in the text, I would say:

Jones describes the topic of conformity in his article "Take As Directed" (as cited in Bee & Boyd, 2006).

Remember to ONLY include the page number after direct quotes:

Kim states, "Boredom is a common condition of schoolteachers..." (as cited in Bee & Boyd, 2006, p. A44).

### **2. REFERENCING AT THE END OF YOUR PAPER**

After you cite a source of information in your paper (and you are required to use sources and cite them), you MUST have a reference page to the back of your paper.

#### **Example:**

References

Bianchini, W. (2006, September 16). HDCF 150-05 Class Lecture.

Bee, H. & Boyd, D (2006). Development Through the Lifespan (Second Custom Edition for Montana State

University). Boston: Pearson Custom Publishing.

**\*\*Remember that the reference page should be double spaced, just like your paper, and you reverse**

*indent your reference (meaning the second line of the reference needs to be indented using the TAB KEY.)*

### **3. CITING INTERNET SOURCES**

The APA manual states two things:

1. Direct readers as closely as possible to the info. being cited--whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

At a minimum, a reference of an internet source should provide a document title or description, a date (either of publication or of when you retrieved the info.--the difference should be made clear), and an address (the URL). Whenever possible, identify the authors as well.

Here's an example from the manual:

Greater New Milford Area Healthy Community, Task Force on Teen Issues. (n.d.) *Who has time for a family meal? You do!* Retrieved October 5, 2000, from <http://www.familymealtime.org>.

**\*\*In the body of your paper I would put (familymealtime.org, n.d.) or something like that. (n.d. stands for "no date")**

Trinity University, Sociology of Death and Dying, retrieved May 6, 2005, from

<http://www.trinity.edu/~mkearl/death.html>.

The APA manual isn't very specific for internet sources, so do your best!

### **4. Citing Interviews and Personal Communications**

For those of you interviewing people for your papers, here is how you cite them. It would be like a lecture, except it would be called a 'personal communication.' in the text (after you quote the person in your paper) you would put: (Sedgwick, personal communication, 2005). Then in the reference section of your paper at the end you would put:

Sedgwick, S., (2005, October 12). Personal Communication, Billings, MT.

***\*\*If you use an interview for a paper, you also need to use material and cite it from either lecture or the book as well!! It is not enough to just use an interview as your only reference. You need to tie in material from class.***

### **III. Common Writing Errors to Avoid:**

1. Run-on sentences: "I'm having a really good day because it's beautiful outside and I'm in a good mood it's because it's almost Christmas and I really like Christmas I hope I get what I want and I'm going to get to go see my parents."
2. Incomplete sentences: "Because it's a nice day."
3. Verbs that do not agree with subjects: "Carol and Wendy has a nice office."
4. Sentences ending in prepositions: "This class is hard to get anything out of?"
5. Grammar and punctuation--Know when to use commas, colons, and semi-colons!!!

Know the differences between:

- \* "our," "are," and "hour"
- \* "affect" and "effect"

- \* "then" and "than"
- \* "adolescents" and "adolescence"
- \* "lead" and "led"
- \* "where" and "were" and "wear"
- \* "there," "their," and "they're"
- \* "it's" and "its"
- \* "your" and "you're"
- \* "witch" and "which"

Do not use the word "myself" when referring to yourself.

It's totally OK to write the paper in the "first person" ("I am writing my paper on..." or "I have learned...").

In this paper, you may refer to the "third person" ("One might believe" or "Some people state" or "He/she went").

Never use "second person" ("I can't tell you what to do" or "You can't tell from the research" or "You can make up your own mind" or "Do you know what I'm saying?"). **DON'T USE 'YOU' or 'YOUR' in your paper AT ALL!!!!!!!**

Keep verb tense consistent. ("She is going to the store and then goes to the bank.")

*\*\*\*The above info. is not meant to insult any of you, but rather just go over ways to write a quality academic paper and avoid common errors. If you have any concerns about your papers, please talk to me.*

**PROOFREADING ASSISTANCE FORM**

Here is the proofreading sheet that you will need to complete and turn in with your 1<sup>st</sup> paper.

**FORMAT**

Cover Sheet?	Yes	No	Instructor's name?	Yes	No
Stapled?	Yes	No	Typed?	Yes	No
Author's name? Yes	No		Double –spaced?	Yes	No
Date?	Yes	No	10 to 12-point font?	Yes	No
Section number?	Yes	No			
Paper Option Noted?	Yes	No			

Body of paper, not including cover sheet and reference page, is at least 3 pages long and no more than 4?  
Yes No

**INTRODUCTION**

Does the introduction clearly state what the paper is going to be about, including mention of the theory(ies) to be discussed? **Yes Not at all Not really Could be improved**

Please explain your

answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BODY**

Does the BODY of the paper describe what the author said he/she was going to write about?

**Yes Not at all Not really Could be improved**

Please explain your

answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the author briefly and clearly describe the theory(ies) he/she used?

**Yes Not at all Not really Could be improved**

Please explain your

answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the author clearly address all the elements of the paper, as described in the paper description?

**Yes Not at all Not really Could be improved**

Please explain your

answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONCLUSION**

Does the author have a clear conclusion that sums up what he/she wrote in his/her paper?

**Yes Not at all Not really Could be improved**

Please explain your

answer\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the author avoid introducing new information in the conclusion? **Yes No**

**REFERENCING**

Does the author cite all outside information in his/her paper? **Yes No**

Does the author have a separate reference page? **Yes No**

Does the reference page contain ALL the reference cited  
IN the paper? **Yes No**

Does the reference page contain any references that were  
NOT cited in the paper? **Yes No**

**PAPER MECHANICS**

Does it seem like the author proofread his/her paper? **Yes No**

Were there many spelling errors? **Yes No**

Was correct grammar used throughout the paper? **Yes No**

Does the author avoid using contractions (can't, don't, etc.)? **Yes No**

Does the author avoid using "You" and "Your"? **Yes No**

How would you rate this paper overall? (please circle one)

**Fantastic Really Good Pretty Good Needs Work Needs A TON of Work**

**\*\*\*PLEASE CORRECT ALL ERRORS YOU FOUND BEFORE TURNING IN YOUR FINAL DRAFT**

## DESCRIPTION OF PAPER #1

**Due Date: Thursday, September 27th** —YOU MUST TURN THIS PAPER IN AT THE BEGINNING OF CLASS and include the completed Proofreading Assistance Form stapled to the back of your paper.

### **NO LATE PAPERS WILL BE ACCEPTED.**

PLEASE CHOOSE ONE OF THE FOLLOWING 2 OPTIONS (Be sure to state on your cover sheet what option you chose):

#### **Option #1 Applying Theory to a Case Study**

Consider the following case study:

*Marty is a 6-year-old Caucasian American who lives in Billings, Montana with his younger brother, mother, and paternal grandmother. His father died in a plane crash when Marty was 5 years old. Since then, Marty started wetting his bed, even though he had been toilet trained since he was 2 1/2 years old. When asked about his father, Marty frequently says, "He hasn't come home from work yet." Marty also frequently states, "My dad isn't around because I am a bad boy." At times his mother will slap Marty across the face when Marty misbehaves. Recently, Marty has begun to slap his little brother when he does not get what he wants. Marty's family is poor and sometimes there isn't enough food for breakfast and Marty will go to school hungry. Marty is not doing well in school and often spends time in the principal's office due to behavioral problems. He at times will also get into fights with his peers on the playground. Marty goes to a Catholic church each Sunday with his grandmother, and although he sometimes gets into trouble in Sunday School, he enjoys going and states that likes the Bible stories.*

Considering the theories you have learned about in this course, choose ONE of the major theories and address at least FOUR of the behaviors described in the above case study. For example, you could apply the theories of Freud, Erikson, Maslow, Bronfenbrenner, Piaget, Vygotsky, Ethnology, Sociobiology, Nativism, etc. For this paper, you need to then write a clear introduction, body and conclusion:

#### **INTRO:**

Write a brief introduction stating what your paper will be about, which is that you will be applying one developmental theory (state the theory, ie: Freud's Psychosexual Theory) to a case study about Marty.

#### **BODY:**

Briefly describe the general elements of the theory you have chosen (you **MUST** cite either your textbook, or lecture, or both as you introduce the theory).

Then you will spend the majority of your paper applying some of the major elements of the theory to Marty's case. For example, you might state:

*"Ethnologists would believe that Marty is genetically programmed to bond with his parents and grandmother, which increase his chance that they will take care of him and he will survive (Bee & Boyd, 2006). This can also explain why losing his mother would be so difficult for him."*

Or you could state:

*"Erikson would most likely explain Marty's reaction to his father's death as threatening Marty's ability to trust the world, and therefore affected Marty's ability to successfully achieve trust during the developmental crisis of Trust vs. Mistrust, which is the first developmental challenge that Erikson's believed we all face (Bianchini lecture, 2006). Now, as a 6 year old, Marty is attempting to achieve the next developmental task....."*

\*\*\*The BODY NEEDS TO INCLUDE THE THEORY'S EXPLANATION OF AT LEAST 4 OF THE BEHAVIORS/DYNAMICS DESCRIBED IN THE CASE STUDY. Break up each behavior into a new paragraph.

**CONCLUSION:**

Then you need to have a conclusion paragraph where you summarize what your paper was about, without introducing any new information into your paper.

**REFERENCING:**

You must cite the text and/or lecture for the theory you mention, and you need to be sure to have a separate reference page.

**Option #2 Age-Related Change**

Consider the 3 basic categories of age-related types of change we as humans experience (described in your text on pages 9-11); 1.) Universal changes common to all human beings; 2.) Group-specific change shared by members of a specific culture or sub-culture; and 3.) Individual differences resulting from unique, non-shared experiences. For this paper, you need to then write a clear introduction, body and conclusion:

**INTRO:**

Briefly describe the definition of each of these 3 different types of change in your introduction and tell the reader that you will be using personal examples in your paper.

**BODY:**

Use an example from your own childhood (age 12 or younger) to demonstrate EACH of these 3 types of age-related change. Describe the examples from your own childhood in detail. Then discuss, in your opinion, which of these 3 age-related changes is the most powerful or influential source of developmental change.

**CONCLUSION:**

Write a conclusion paragraph where you summarize what your paper was about, without adding any new information into your paper.

**REFERENCING:**

Be sure you cite the text when you first describe the 3 types of age-related changes, and have a separate reference page at the end of your paper.

**DESCRIPTION OF PAPER #2**

**Due Date: Thursday, November 8th—YOU MUST TURN THIS PAPER IN AT THE BEGINNING OF CLASS. NO LATE PAPERS WILL BE ACCEPTED.**

**THIS IS THE ONLY OPTION & IT MUST BE DONE WITH A PARTNER:**

**IDEAL SCHOOL**

Your assignment is, **with one or two partner(s)**, create an ideal school for teens. You need to take into account what we are learning about all aspects of adolescent development. Research the physical needs of teens, such as sleep and nutritional needs, find out what subjects are universally required, think about their cognitive needs and Piaget's concrete and formal operational stage, go over Marcia's theory of identity formation, Erikson's and Havighurst's stages, the articles in your text about the social and emotional needs of teens, etc. Think about significant teen issues such as teen violence, eating disorders,

self-esteem and identity. Taking all of this information into account, create the ideal school for teens.

**Answer such questions as (you do not have to include all of these):**

What would you call your school?

What time would it start? What would be the hours of the school day? WHY?

Would there be a dress code/uniform? WHY?

What ages/grades would be included? WHY?

What subjects would the school offer? How would sex education be structured? How would nutrition and exercise be taught? WHY?

What kind of food would be served? How would this be set-up? WHY?

Would some subjects be taught in same-sex classrooms or coed? WHY?

Would you have a traditional grading system or an alternative evaluation system? WHY?

Would there be mentoring and/or opportunities for community service? WHY?

How would you ensure that every student finds a niche/place to belong within the school community? WHY?

How would you connect the students with the school community as well as the larger community? WHY?

How would families/parents be involved? WHY?

What else would your school offer or look like? WHY?

**AND MOST IMPORTANTLY (not to sound redundant)...WHY??????**

YOU **MUST** back up ALL of your ideas with info. from class, the textbook, the articles in the text on teens, the Stephen Glenn video, and any other relevant info. you may find. Cite your references. You can structure this assignment however you would like as long as it is neat, clear, well-organized, and includes your references. Be sure all group members contribute to the paper. Be as creative as you'd like!!!

**ABOUT WORKING WITH A PARTNER:**

I know that working with a partner can be a BIG PAIN. The reason it is REQUIRED for this assignment is for 2 reasons: 1.) To insure that you have someone else to proofread the paper to solidify things that were addressed and learned for the 1<sup>st</sup> paper and proofreading assignments. 2.) It is obvious that the way schools and other systems are set up are not necessarily based on RESEARCH and developmental information. It is extremely important that whenever we design new programs and institutions we do them thoughtfully and based on RESEARCH. Discussing the information and collaborating with others is a way to insure that we are taking the time to do that research, rather than just throwing together a school that you *think* would be good. Please be sure to set aside a little time to actually sit with your partner and discuss these issues before writing your paper.

### **DESCRIPTION OF PAPER #3**

**Due Date: Thursday, November 29—YOU MUST TURN THIS PAPER IN AT THE BEGINNING OF CLASS. NO LATE PAPERS WILL BE ACCEPTED.**

PLEASE CHOOSE ONE OF THE FOLLOWING 2 OPTIONS (Be sure to state on your cover sheet what option you chose):

**Option #1: EXPERIENCES OF MIDDLE ADULTHOOD--Interview** The purpose of this paper is to explore how someone is experiencing the developmental stage of Middle Adulthood and how they are attempting to achieve Erikson's developmental task of Generativity. Generativity can be achieved in numerous ways, including biologically (giving birth and caring for the next generation), parentally (taking care of children), educationally (teaching someone a new skill or mentoring a new employee), and culturally (adding something to society in the form of volunteer work, cleaning up the environment, conserving/preserving a culture, etc.)

Part 1: **THE INTERVIEW:**

Interview a person who is between the ages of 40-65 years. Create a list of SENSITIVE questions to ask them about their current experience in their developmental stage, including how they are attempting to achieve Generativity. You need to use information from your textbook to generate your list of questions. You may want to ask them about their family life, careers, any changes in their careers later in life, changes in their relationship status (becoming grandparents for the first time, divorce, children leaving home, etc.), roles in their relationship with a partner and if and how those roles have changed, etc. Be familiar with the following terms before the interview:

- Caregiver burnout
- Role conflict and strain
- Understand factors that influence a “mid-life crisis”

Please be sensitive of your interviewee. I would not suggest telling them, “I want to interview you because you are middle-aged, or going through a mid-life crisis” etc.

## Part 2: THE PAPER:

Make sure to have a CLEAR intro., body, and conclusion in your paper. You need a separate reference page which includes your interview (SEE WRITING GUIDELINES FOR CITING “PERSONAL COMMUNICATION”). **You also need to include your list of interview questions-staple them to the back of your paper.**

In your paper, briefly define Erikson’s stage of Generativity and why it is important to people (and cite!). Then describe how your interviewee is attempting to achieve Generativity. You should describe how Middle Adulthood is different for your interviewee than previous stages, changes in their relationships, gender and other roles, work life, ways of looking at their life, changes in the world around them, etc. This would be the place to include if they are experiencing any of the above terms (cite the text if you refer to any of these terms).

Your conclusion should not introduce any new information.

## **Option #2: DEATH AND DYING**

I’ve selected an award winning internet site on the Sociology of Death for you all to explore and write about for your last assignment. Death is a subject that many people feel uneasy about, but is a huge part of human development. It may feel odd for some of you to visit this internet site, and the picture of the “Grim Reaper” on the home page does not help much!

One of the things that people who have experienced serious illness or near-death experiences will attest to is that the meaningfulness of their lives has been heightened by those experiences. Being aware of our mortality (the fact that we will die) can actually enhance and improve our life in the present. It reminds us that life is precious and we need to take advantage of all that life has to offer. It can motivate us to do what we might have put off. Accepting death also helps us through the grieving process that often seems unbearable when we lose a loved one.

Your assignment is to visit the site at the following link:

**<http://www.trinity.edu/~mkearl/death.html>**

Read the information on the Sociology of Dying. Run the “Death Clock” and see how many more years it calculates you have left to live. Once you have this information, you need to consider what you would like to accomplish in your “remaining” years. Consider your values, affiliations, goals, relationships, activities, hobbies and what would be important to have done in your lifetime. Then write a one paragraph obituary that spells out what you have done in your life (assuming that the life clock calculates

that you have a full life span to live). I expect you to use your imagination, and even your sense of humor, but I'd like you to try to create a constructive notion of what you would like to accomplish and believe is achievable in your lifetime. This is a separate part of the paper, it is worth 10 points out of 50.

Here is an example of an obituary:

*Last night, Rose Beeley died peacefully in her sleep. She was 92 years old. She leaves behind her husband, 2 children, four grandchildren, her pet parrot, and many friends. Dr. Beeley got her PhD at MSU in 2009, was a professor at Flathead Valley Community College and an advocate for the educational rights of students in Montana. She was a college professor for 30 years, and retired from FVCC in 2040. Post retirement, Dr. Beeley was an educational consultant and worked on a variety of projects in developing countries, partnering corporations with education for impoverished areas of the world. She has written many educational materials and electronic products on technology implementation and dispersion, and numerous interactive educational products. An avid reader, Dr. Beeley was involved in literacy programs for more than 60 years. She met once a month with the "DIVAS," described as a "women's group that includes conversation, social activism, dinner and books." She also enjoyed skiing, traveling, cooking, and gardening. She visited 40 different countries in her lifetime, and was a frequent participator in 5 K charity walks until the age of 86. Dr. Beeley was a proponent of social responsibility, kindness to all living things, and of thinking globally and acting locally. She divided her time between the Gallatin Valley and the Flathead Valley where she had a small farm. Her family plans to scatter her ashes over the farm and will have a psychedelic theme at her wake, by request of the deceased. In lieu of flowers, people are asked to make a donation to National Public Radio or their favorite education foundation.*

Then you need to explore some of the links in the site. Then write 2-3 pages tying in information from the site with what you have learned from this class about human development and where death fits in.

Some ideas of links to explore and topics to discuss include (but are not limited to):

- Death and gender/sex connections
- Death rates of different socioeconomic and sociocultural groups
- Death and Social Order Link
  - How do epidemics such as AIDS and the Bubonic Plague affect society and development?
  - How do we hide the dying and grieving process in our society?
  - How are bonds with children different today than they were in the Middle Ages when children were most likely to die young?
  - How do we try to fight death today (warning labels, medical technology, etc.) and how does this affect our views and acceptance of death?
- Social Functions of Death Link
  - What are some of the social functions of death?
- What impact does Death have when it occurs unexpectedly?
- You may also want to tie in Erikson's late adulthood task of Integration vs. Despair to the information presented.

**All of the previous writing guidelines apply, but now I am asking you to think critically and integrate all of the information we have learned as it applies to death in a clear, relevant, and thoughtful way. Be creative and feel free to email or talk to me if you have any questions.**

Your paper should have a clear intro. (describing what the paper will cover), body, and conclusion (summarizing your paper—do not add new info. in your conclusion!) and reference section.

