Detailed Class Information

Adult Development - 12387 - HD 412 - 300

Associated Term: Spring 2014
Levels: Undergraduate

Main Campus (Tuscaloosa) Campus
Lecture Schedule Type
Traditional Instructional Method
3.000 Credits
View Syllabus
View Catalog Entry

Registration Availability

<table>
<thead>
<tr>
<th>Seats</th>
<th>Capacity</th>
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Cross List Courses:
HD 512

Base fees (other charges may apply)

<table>
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<tr>
<th>Level</th>
<th>Description</th>
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<tr>
<td>HES FACIL./TECH COLLEGE FEE</td>
<td>28.50</td>
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<td>Undergraduate</td>
<td>HES COLLEGE FEE</td>
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Restrictions:
May not be enrolled in one of the following Campuses:
English Language Institute

Return to Previous

RELEASE: 8.5.1

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Adult Development

HD 412 Section 300

Spring 2014, Lecture

Ragan Whittington

Prerequisites

UA Course Catalog Prerequisites

No prerequisites or none listed.

Course Description

UA Course Catalog Information

Theories of and research on social, emotional, cognitive, and physical development throughout adulthood: young adulthood, middle adult years, and older adult years. Writing proficiency within this discipline is required for a passing grade in this course.

Core Designations:

Writing

Current information and pertinent issues in emerging, young, middle and older adult development will be examined through writings, lectures, readings, discussion, videos and guest lecturers. This is a university-designated writing course (W) for undergraduates. Therefore, writing proficiency (coherent, logical and
carefully edited prose) must be demonstrated to receive credit for this course. (The expectation for graduate students is that they exhibit proportional competence for their level of education.) Please proof and revise your work before submitting it. You may wish to get assistance from the Writing Center. Finally, the instructor will provide feedback on writing assignments that may require revisions. All assignments must include the name of the student, be type written using Times New Roman (12 point font) and double spaced. With the exception of in class writing assignments, papers must be submitted in MS Word software in an email attachment sent to aswindall@bama.ua.edu.

Student Learning Outcomes

It is the aim of this course to provide students with information addressing individual development across adulthood within the context of the immediate family, extended family, community, ethnicity and culture within the larger society. This knowledge will prepare students to attend to one’s own adult growth and development with intentionality as well as to make informed applications of the life cycle perspective for all work with adults. Upon completion of the course, the student will be able to:

- Describe current theory, research, and practice as it relates to adult life-span development;
- Explain “biopsychosocialspiritual” interrelationships across the life cycle;
- Illustrate strengths of diverse family structures; and
- Define adult life-span development from a systems perspective.

Required Texts

UA Supply Store Textbook Information

BORYSENKO / WOMAN'S BOOK OF LIFE (Required)
SHEEHY / UNDERSTANDING MEN'S PASSAGES (Required)
MCGOLDRICK (RENTAL) / (RENTAL) EXPANDED FAMILY LIFE CYCLE (RENTAL)
MCGOLDRICK (EBOOK) / THE EXPANDED FAMILY LIFE CYCLE (Choose One)
MCGOLDRICK / EXPANDED FAMILY LIFE CYCLE (Choose One)

Other Course Materials

# Outline of Topics

## Tentative Schedule HD 412/512 Fall 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>General Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Introduction to the Study of Adult Human Development</td>
<td>Carter &amp; McGoldrick, chs 1 &amp; 2</td>
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<tr>
<td></td>
<td>Cognitive Development</td>
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<td>Physical Development</td>
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<td>January 25</td>
<td>Thinking about Adult Development from a Family Systems Perspective</td>
<td>Kerr, 1988</td>
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<td>Self in Context</td>
<td>Carter &amp; McGoldrick, chs 10, 27, 29, &amp; Appendix</td>
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<td>Stages of the Family Life Cycle</td>
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<td>February 14</td>
<td>Perspectives on Adult Development Across the Life Cycle</td>
<td>Carter &amp; McGoldrick, chs 3, 4, 7 &amp; 9</td>
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<tr>
<td>February 15</td>
<td>Cultural Diversity of Family Forms</td>
<td>Carter &amp; McGoldrick, chs 5, 6, 8 &amp; 11</td>
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<tr>
<td></td>
<td><strong>Mid-Term Exam</strong></td>
<td></td>
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<tr>
<td>March 7</td>
<td>Life Cycle Transitions &amp; Phases</td>
<td>Carter &amp; McGoldrick, chs 12 – 17, 22</td>
</tr>
<tr>
<td>March 8</td>
<td>Divorce, Single-Parent Families &amp; Remarried Families</td>
<td>Carter &amp; McGoldrick, chs 19 - 21</td>
</tr>
<tr>
<td>April 11</td>
<td>Life Cycle Dilemmas</td>
<td>Carter &amp; McGoldrick, chs 18, 23 - 24</td>
</tr>
</tbody>
</table>
April 12

Rituals  Carter & McGoldrick, ch 28

Family of Origin Project Due

Final Exam

Exams and Assignments

Exams

There will be a **mid-term exam** and a **final exam**. Each will consist of multiple-choice questions and essay questions. Material in these exams will be drawn from assigned readings, lectures, films, guest speakers, and class discussion. Each exam will assess knowledge of material covered during the respective period of time.

Participation

Students are expected to read assigned text materials and supplemental readings. Be prepared for class by completing the assigned reading before the class period. Students are expected to participate in activities and discussion.

Writing assignments

Students will complete the following written assignments:

These assignments are **mandatory** and will be graded on writing proficiency and content.


In Class Discussion Summary Papers

Throughout the course of the semester, students will write in class papers summarizing large and/or small group discussions and the student's own thinking about the topic under consideration. **The first writing assignment will be submitted February 15, 2014, graded and returned prior to midterm.**

Papers should be approximately 375-500 words in length and include:

1. your name
2. due date
3. class and semester
4. topic

Reflection Papers

A reflection paper gauges what you have gained from a reading in both knowledge and practical application for your life. This paper gives you an opportunity to interact with the material in the reading assignments – to add your own thoughts and analysis of what you have read. Do not summarize the reading. While you may refer to something in the reading, do not make your entire reflection paper be a summarization of the text. Instead, comment on your thoughts about the reading – do you agree or disagree with the writer? Why or why not? What questions did the reading raise for you? Did the reading make you think of something else? Can you relate the reading to anything that is currently going on in your life or the life of your family?

Papers should be approximately 750-1000 words in length and include:

5. your name
6. due date
7. class and semester
8. reading reflection number
Reading assignments and due dates:

February 15  
Borysenko, Introduction & chapters 4-7  
Sheehy, chapters 1-5

March 7  
Borysenko, chapters 8-10  
Sheehy, chapters 6-10

April 11  
Borysenko, chapters 11-13  
Sheehy, chapters 11-13

· Family of Origin Project

Due April 12, 2014

Delve into your family of origin to learn about the emotional and relational process of your family, much like an anthropologist would go into a civilization to study the dynamics of that culture. Draw a family diagram (genogram) of your family including a minimum of three generations. Include in each of the generations births, deaths, stillbirths, miscarriages, and abortions. Describe patterns of interaction among members, i.e. multigenerational patterns, family rituals, triangles, fusion or cutoff. Assess for patterns of managing stressors or anxiety in the family, the significance of sibling position as well as the influence/impact of community, culture and larger societal issues. Students will be expected to discuss their research in small group dialogue and in class. Listed below are more specific details of the framework of the family diagram. Use the format in the Appendix of the Carter & McGoldrick text (pp 447-455) for your assessment.

For HD 412 students, the paper is to be written according to APA format, be a minimum of ten pages in length (reference page(s) not included in this count) using Times New Roman 12 point font. HD 512 graduate students will be required to expand the length of the research paper to a minimum of fifteen pages (references page(s) not included in this count). In addition, it is understood that the quality of the work (depth and scope) should be commensurate with that expected at the graduate level.
www.genopro.com/academic/ has a free program to assist the preparation of the diagram. Go to the above referenced web address and follow the instructions. The Referrer ID is aswindall.

· Response papers (For HD 512 STUDENTS ONLY)

Students will be required to listen to audio stories recorded and preserved at the Library of Congress. You can access the recorded stories at http://www.storycorps.net. After listening to the story write a 2-3 page paper per story that addresses the following:

Briefly describe the story.

Identify the family life cycle stage of the storyteller(s).

Describe the vertical and horizontal stressors and systems levels that have both a positive and negative impact on the life of the storyteller.

HD 512 students are required to submit 5 response papers. Papers are to be submitted via e-mail to me at the above address. A minimum of 2 response papers are to be submitted by January 31, 2014. The balance of the required response papers are to be submitted by April 4, 2014.

Grading Policy

Grading

Class Writing Assignments 50 points
Reflection Papers (25 points each) 75 points
Mid-term Exam 100 points
Final Exam 100 points
Class Participation 75 points
Family of Origin Project 100 points
<table>
<thead>
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<th>Total</th>
<th>500 points</th>
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Response Assignments (Graduate Students Only) 50 points

Grades will be determined in accordance with University guidelines.

**Policy on Missed Exams & Coursework**

Make-up for missed assignments or examinations will be considered under extenuating circumstances on an individual basis. These circumstances should be extreme and require appropriate documentation by the student. Late submission of papers will be penalized 3 points per day up to 5 days and will not be accepted after that.

**Attendance Policy**

Attendance is required and the roll will be taken. (Any student who comes to class only long enough to be marked present on the attendance sheet but then leaves before the class is over will be re-marked as absent for the entire class.) **Due to the format of this class, absences are not anticipated.** However, if there is an extenuating situation that warrants missing class, the instructor will assign additional course work to be completed before a final grade will be assigned (i.e. one additional assignment for each day missed). Should there be any alterations in the schedule, changes will be announced in class and the student will be responsible for the information.

**Severe Weather Guidelines**

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](http://www.nws.noaa.gov) and to follow the instructions...
provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at [http://wvuatv.com/content/weather](http://wvuatv.com/content/weather). WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check [http://wvuatv.com/content/free-email-weather-alerts](http://wvuatv.com/content/free-email-weather-alerts) for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as
indefinite suspension from the University."

See the Code of Student Conduct for more information.