

**ORIGINATOR'S SECTION:**

1. College: Arts & Sciences Desired Term: Fall and Year 2006 of implementation for change(s).

2. Current Course abbreviation and Number: HD 301

TYPE OF CHANGE(S). Check  all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input checked="" type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section- both current and new - is required only for items checked () above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

3. Title: Theories in Human Development	Course abbreviation and Number:  Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>	Abbreviated Title for Banner: <i>(no more than 25 characters, including spaces)</i>
5. Number of Units:	Number of Units:
6. Catalog Description:  A survey of theories and research strategies in human development. Through drawing on fundamental work in the fields of biology, psychology, and sociology, the course will focus on developing interdisciplinary frameworks for understanding human development from birth to death.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>  Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services.

7. Mode of Instruction\* *(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:\*

Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*

Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*

Credit/No Credit Only (C)

Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:\*

Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*

Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*

Credit/No Credit Only (C)

Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)
12. Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus or <input type="checkbox"/> Detailed Course Outline	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information - all items in this section must be completed.)*

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? YES  NO   
 If yes, please specify: Required course in the Human Development major.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Ashley B. Marshall</u> Signature	<u>5/31/06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline	<u>Patricia A. Shaw</u> Signature	<u>9/25/06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Biological Sciences Discipline	<u>Denise Garcia</u> Signature	<u>9-26-06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Health & Human Services Discipline	<u>Mandy Lightner</u> Signature	<u>10/12/06</u> Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

18. Reason(s) for changing this course: The change in wording would change the focus of the class from being a survey course, which overlaps with existing developmental psychology courses. Instead the focus is on the consideration of theories germane to human development and on their application for understanding and developing human services and programs.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (Please Print) Fernando Soriano Date \_\_\_\_\_  
 2. Program Director/Chair [Signature] Date 10-17-06  
 3. College Curriculum Committee [Signature] Date 4-2-06  
 4. College Dean (or Designee) [Signature] Date 4-7/06

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

Department of Human Development  
California State University, San Marcos

HD 301: Theories of Human Development CRN #41819  
Fall 2006

Instructor: Christina Gigliotti, Ph.D.

Office: 6238 Craven Hall

\*E-mail: cgigliot@csusm.edu

Office Hours: M & W 4:00-5:00  
or by appointment

Home Phone: 619-578-2335

CSUSM Library: <http://library.csusm.edu/>

E-Reserve: <http://library.csusm.edu/finding/reserves/>

Password: work

College Librarian: Yvonne Meulemans

[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu) (# 760-750-4375)

Class Meeting: M & W, 2:30-3:45  
Rm. 101 University Hall

The mailing list web page:

<http://coyote.csusm.edu/mailman/listinfo/hd301>

Objectives

1. To identify and analyze major theories of human development.
2. To critically evaluate research in human development
3. To use theory to guide the development and execution of human service programs and research projects.
4. To consider the consequences of programs, services, and research efforts that neglect theory.
5. To understand the interdisciplinary origin of human development theories and recognize the value of this approach.

Professional Considerations

Professional behavior is expected in this class as each course serves as training for your careers.

1. Take responsibility for meeting with me during office hours and via e-mail as necessary to monitor your progress
2. Make-up assignments, make-up quizzes, and extra credit projects are generally **not** options in this course. Attend class regularly, plan your time wisely, and turn in all work on the due date. If you are unable to be in class when a quiz or assignment is scheduled, you must contact me by phone or e-mail before class.
3. University Honor Code: **The honor code will be strictly enforced in this course.** All assignments submitted shall be considered graded work. All aspects of your course work are covered by the honor system. Any suspected violations of the honor code will be promptly reported. Honesty in your academic work will develop into professional integrity.

Required Texts:

White, J. M., & Klein, D. M. (2002). *Family theories* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Required Readings: (All on e-reserve)

Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.

Bronfenbrenner, U. (1989). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22 (6), 723-742.

Burr, W. R. (1973). *Theory construction and the sociology of the family*. NY: Wiley. (Chapters 1 and 2).

Charmaz, K. (2003). *Objectivist and constructivist methods*. In N.K. Denzin & Y.S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 249-291). Thousand Oaks, CA: Sage.

Lavee, Y., & Dollahite, D. C. (1991). The linkage between theory and research in family science. *Journal of Marriage and the Family*, 53, 361-373.

Lerner, R. M. (2002). *Concepts and theories of human development* (3<sup>rd</sup> ed.). (pp. 360-408). Erlbaum Associates.

**Recommended Texts:**

American Psychological Association. (2001). *Publication manual* (5<sup>th</sup> ed.). Washington, DC: Author.

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.). (2004). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage. (Selected Readings, TBA)

Boss, P., Doherty, W. J., LaRossa, R., Schumm, W., & Steinmetz, S. K. (Eds.). (1993). *Sourcebook of family theories and methods: A contextual approach*. New York: Plenum.

**Readings:** Complete assigned readings before the class scheduled for discussion of the materials. Be prepared to ask and answer questions and participate fully in class activities. Some class presentations will follow the readings closely, but most will present additional material based on the assumption that you have gained a good background from the text and readings.

**Student Evaluation:** Evaluation will be in the form of in-class activities, attendance, and participation, course projects and papers, and presentations. (see class calendar). There will be no final exam for the course; however, if class participation levels demonstrate the need, in-class pop quizzes may be added at the professor's discretion.

- I will provide **cover sheets**, and **writing guidelines** for assignments. They provide all the details you need to complete the assignments successfully. Requirements for each assignment will be reviewed in class before it is due. If you do not understand the directions or evaluation criteria, please see me well **before** the assignment is due, during regular office hours or by making an appointment for another time. Complaints about poor grades on formal writing assignments are less valid if you have not sought help in advance of the assignment's due date.
- Run the **spelling and grammar checks** before printing your assignments. **Proofread** all assignments for quality of ideas, documentation of references to material from the text and other resources, and quality of writing. Papers submitted with more than ten spelling and/or grammatical errors will be returned to you with no grade. You will be required to meet with someone at the Writing Center to work on the paper and resubmit the paper within one week of receiving the returned paper. Until you submit the revised paper, your grade for that assignment will be a 0. Your grade will be based on the revised paper, but you will not be eligible for full credit due to the required rewrite. You will automatically lose 1 letter grade on any assignment that must be rewritten.

**Keep a copy of all work written outside of class. Save all graded assignments until the end of the semester.**

Assignment	Total Points	%	Your Scores
1. Class participation, attendance, and in-class activities	15	15	
2. Analysis and Summary of a Theoretical Framework Assignment	25	25	
3. "Collections and Reflections" Notebook Compilation of 5 Theoretical Research Papers	20	20	
4. Theory Construction Project & Paper	30	30	
5. Class Presentation of Theory Project	10	10	
<b>Total Points Possible</b>	<b>100</b>	<b>100</b>	

**Pass-fail Requirements:** Attend classes and comply with university policy regarding P/F grade. You must complete all requirements.

**Audit Requirements:** Complete readings, attend all classes, and participate in discussions/activities.

**Any students with special needs or circumstances are encouraged to meet with me during the first two weeks of class to discuss needed accommodations. Athletes who will miss class meetings for excusable athletic commitments need to provide documentation and a schedule to me within the 1<sup>st</sup> three weeks of class.**

\* The following assignment/syllabus is tentative and is subject to change at the instructor's discretion.

### **Class Projects/Assignments:**

#### **1. Class participation, attendance, and in-class activities (15 pts)**

Class attendance and participation is mandatory and represents a sizable percentage of your final grade in this course. You are expected to come to class prepared to share ideas and discuss reading. We will do a variety of in-class activities, reflections, and assignments that will count towards your participation grade. Your completion of the assigned readings will be necessary to successfully complete these assignments and activities.

#### **2. Analysis and Summary of a Theoretical Framework (25pts)**

Choose a human development theory of interest to you. Carefully review and analyze the theory and provide the following information in an outline format/table format.

1. Brief introduction to the theorist (professional background)
2. Overview of the theory: Major tenets, assumptions, propositions, variables, causal/explanatory mechanisms, range of behavior/topics to which it applies, level of analysis (individual, group societal)
3. Explicit or implicit definitions of development; definition and identification of stability and change; sources of development and change (nature vs. nurture, continuity vs. discontinuity, quantitative vs. qualitative change).
4. Empirical tests of the theory; empirical applications in human development
5. Critiques of the theory (published and your own; provide rationale for your own critiques)
6. Applied implications for enhancement of development (i.e., intervention programs)
7. Bibliography of key references
  - a. Primary sources
  - b. Human development applications (research and practice in your area of interest)

\*A sample of this project will be on display on *e-res* for you to use as a guide.

#### **3. Notebook Compilation of "Collections and Reflections" Theoretical Research Papers: Include 5 total articles and 5, 1-2 page reflections (20pts)**

Select a research paper from a peer-reviewed journal that applies a theory (from the group of frameworks discussed in that week's chapter reading) to a research question or human service program/social problem. Please feel free to be creative in terms of how you choose these articles; you can choose papers that all relate to a specific population, research questions/topic, or type of human service program.

1. Print a copy of each article
2. 1-2 paragraphs: abstract (summary of research questions and methods, findings and conclusions, and implications for practice)
3. Decipher the specific elements of theory within the articles (concepts, definitions, propositions, linkages, hypotheses) and critique the extent to which they are developed (you can present as a table)
4. Compare the theory within each article against David Klein's criteria for evaluating theories

#### **4. Theory Construction Exercise (30pts)**

1. Conceptualize the research problem or the social problem/program (1-2 pages)
2. Create propositions and derive hypotheses
3. Develop a model or build on a current model (Provide a graphic of some type)
4. Operationalize the model (select variables and how you will measure them)

\*A sample paper/project of this type will be available on *e-res* for you to use as a guide.

#### **5. Class Presentation of Theory Project (10pts)**

Students will give a 5-minute oral presentation to the class about the project undertaken in the theory construction exercise. Students are expected to describe the research problem or social problem, create propositions and derive hypotheses, bring a copy of their developed model to share with the class, and discuss the variables that would be used to measure the phenomena described.

**Course Calendar**

Wk	Week	Topic	Reading	Assignment Due
1	M: 8/28	Introduction to class, professor and colleagues: <b>Theoretical Impressions</b>	Syllabus	Bring syllabus to class
1	W: 8/30	Theoretical components and characterization & Discipline of Human Development	White & Klein, Preface to the first edition	Identify the key terms in the chapter and type up a definition list.
2	M: 9/4	<b>Labor Day Holiday</b>	<b>No Class</b>	Enjoy the break!
2	W: 9/6	What is a Theory? <b>Last day to drop/add and change to Pass/Fail or Full-part time</b>	White & Klein, Ch. 1 List of terms to define ( <i>e-res</i> )	Continue to refine definition list and add any new terms from chapter and e-res list to submit.
3	M: 9/11	The Link between Theory and Research: Family Theory Construction	-Lavee & Dollahite, 1991 ( <i>PDF</i> : download readings from <i>e-res</i> ) -David Klein's Criteria for Evaluating Theories (download criteria from <i>e-res</i> )	-Be prepared to discuss the connection between theory and scientific progress -Discuss the process of theory development, testing, and revision. -Bring printed copy of Klein's Criteria to class
3	W: 9/13	Class will meet in the library to learn about electronic databases, identifying research articles, and other available research materials	Class will meet in Library 3400 Start on Burr chapters 1 & 2	-Print list of HD theories for assignment 2 -Narrow it down to 2-3 HD theories that you may want to use for Assignment 2
4	M: 9/18	-The nature of deductive theory -Assessing the validity of deductive theories	Burr 1973 chapters 1 & 2 ( <i>PDF</i> : download readings from e-res)	Bring a list of notes about deductive theories in preparation for the assignment due on 9/20
4	W: 9/20	-Grounded theory and Inductive theorizing	-Charmaz 2003, Objectivist and constructivist methods: Grounded Theory ( <i>PDF</i> : download readings from e-res)	-Submit a 1 page comparison paper about the differences between inductive and deductive approaches to theorizing -Submit the theory you will use to complete assignment #2 and a bibliography (7-10 sources) you will use to complete the assignment
5	M: 9/25	Stage Theories of Human Development	Lerner, 2002 Concepts and Theories of HD: Stage Theories of Human Development pgs. 360-408 ( <i>PDF from e-res</i> )	-Outline the chapter; -What are the common themes? -What are the major differences?
5	W: 9/27	Erik Erikson's Stage Theory	Watch in-class film about Erikson's research and theory building	-Submit summary/outline of the in-class film -Submit a research problem, social problem, or social program that will be used to develop Assignment #4
6	M: 10/2	The Social Exchange and Choice Framework	White & Klein, Ch. 2	Come prepared to discuss the reading
6	W: 10/4	Application of Social Exchange and Choice Frameworks in research and practice	Research article of your choosing that utilizes a social exchange and choice framework	1 <sup>st</sup> Research Notebook submission about article (#3)

Wk	Week	Topic	Reading	Assignment Due
7	M 10/9	Symbolic Interaction Framework	White & Klein, Ch.3	Come prepared to discuss the reading
7	W: 10/11	Application of Symbolic Interaction Framework	Research article of your choosing that utilizes a symbolic interaction framework	2 <sup>nd</sup> Research Notebook submission about article (#3)
8	M: 10/16	Life Span and Life Course Development Framework	White & Klein, Ch.4	Assignment #2 Due Analysis and Summary of a theoretical framework
8	W: 10/18	Life Span and Life Course Development Frameworks applied	Baltes, 1987	Come prepared to discuss the reading
9	M: 10/23	The Systems Framework	White & Klein, Ch.5	Submit propositions and hypotheses for assignment #4
9	W: 10/25	The Systems Framework applied	Research article of your choosing that utilizes a systems framework	3 <sup>rd</sup> Research Notebook submission about article (#3)
10	M: 10/30	The Conflict Framework	White & Klein, Ch.6	Come prepared to discuss the reading
10	W: 11/1	The Conflict Framework applied	Research article of your choosing that utilizes a conflict framework	4 <sup>th</sup> Research Notebook submission about article (#3)
11	M: 11/6	The Feminist Framework	White & Klein, Ch.7	Submit the model (Diagram) for Assignment #4
11	W: 11/8	The Feminist Framework applied	Research article of your choosing that utilizes a feminist framework	5 <sup>th</sup> Research Notebook submission about article (#3)
11/10/06: Veteran's Day Holiday; Campus Closed				
12	M: 11/13	The Ecological Framework	White & Klein, Ch.8	Submit operationalization of the model for Assignment #4
12	W: 11/15	The Ecological Framework applied	Bronfenbrenner, 1986	Come prepared to discuss the reading
13	M: 11/20	Class will not meet today; work on your presentations and theory construction paper/project. I will be in my office during the class period and during office hours to meet with students to discuss any questions/concerns and provide feedback as needed.		
13	W: 11/22	Student Presentations #5	Students present	Evaluate colleagues' presentations
14	M: 11/27	Student Presentations #5	Students present	Evaluate colleagues' presentations
14	W: 11/29	Student Presentations #5	Students present	Evaluate colleagues' presentations
15	M: 12/4	Student Presentations #5	Students present	Evaluate colleagues' presentations
15	W: 12/6	<b>Last Day of Class</b> Synthesis of class curriculum	In-class writing activity Class evaluations	<b>Final Paper:</b> Theory Construction Exercise Due

\*Readings may be changed or added during the course of the semester.