Course Title:
Adult Development

Course Number:
HR 5110-105

Course Description:
It has been said that life has only two stories: an individual sets out on a journey; and a stranger comes to town. The first is a story of our quests, our following our callings, living out our dreams, undertaking challenges. So, some of our stories concern the self-chosen directions of our life—our resolve to run the marathon, our return to continuing education, our response to a human justice calling. The second arises from the unexpected, the uninvited, and the unintended. We return home to a broken marriage, our physician looks at us with concern, and the job we loved is eliminated.

This course explores these two stories of life, as well as the uniqueness and the common ground of adult lives. Students will become acquainted with a wide range of orientations to adult development across the lifespan with particular focus on the various ages and eras of adulthood, from early, through middle, to late adulthood, and the tasks and developmental opportunities that arise during these periods of life.

The course also explores adult development, learning, and life changes (personal, social, career, family), and how these interact throughout the human life span. The course focuses on development that takes an “inside” view of the learner; correspondingly students will be encouraged to draw upon their own development (as learners and professionals) as well as that of others, through a variety of narrative forms, as instances of development, learning, and change. Finally, it considers the significance of these processes for work and relationships and their implications for professional practice in human relations.

Class Dates, Location and Hours:
Dates: February 1-3 & 8-10, 2013
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 3, 2013

Site Director:
Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Irene Karpiak, PhD, Associate Professor
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Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.). (Text prices are available online.)


2. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at http://libraries.ou.edu/eresources/reserves/; enter OU NetID (4x4) and password, and select course and access material. Please contact your local Site Director if you require assistance. The collection of readings represents the range of theories and approaches to change, development and learning; these will provide the basis for the examination of each theme. **Students should scan these readings and read all those indicated on the Course Schedule. These readings should also be used as resources for your course assignments.**

3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance. Some readings and notes will be posted on Desire 2 Learn, organized according to the Week-to-Week Class Sessions. **Students should scan these materials, and read all of those indicated in the Course Schedule posted on D2L.** These will be discussed during the classes. In addition, students should investigate other sources that inform their scholarly and professional interests.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Course Objectives:**
- Consider the relationship between change, maturation, and learning in adulthood
- Examine concepts related to growth and development in adults through narrative and other mediums of inquiry
- Study biological, psychological, social, and cultural theoretical formulations related to development
- Explore the many eras of adulthood, and as they relate to individual research and practice interests
- Understand our experience of growth and development in ourselves and others through narrative
- Consider the implications of change, learning, and development for our professional practice in human relations.

**Topic Areas:**
- The Developmental Process
  - Stage theories of development
  - Phase theories of development
  - Biological, Cognitive, and social development in adulthood
  - Life events theories of development
  - Undergoing crisis and transitions
- Learning and Development
  - Transformative learning
  - The role of consciousness
  - Cultural factors in learning & development
Method:
This class will be led through a format that includes both in-class and on-line components. The two weekend, in-class component comprises brief lectures and group and class discussion. Effort will be made throughout to relate the course readings and discussions to personal and professional experience and research. The on-line component, intended to draw on personal observations and responses, offers the opportunity to both post and respond to the work of others. The collection of readings (available through Electronic Reserve OU Libraries) represents the range of theories and approaches to development; these will provide the basis for the examination of each theme. Narrative and film will provide instances of the many aspects and modes of development.

Assignments, Grading and Due Dates:

Adult Development and Learning Paper
A three to four page (750-1000 word) paper that reports your in-depth research and exploration of one topic of adult development and learning (20% of Grade, 10% for paper and 10% for presentation; Due the first day of class)

You have the opportunity to investigate an area of particular interest related to adult development and learning. You may choose from one of the following topics (noted below). You are asked to prepare a paper on your topic, and to present your work as a brief seminar to the class. (The presentation will be made according to the class schedule.)

Your summary and critique should be in three parts: a) summarize what you have learned from your research about this topic related to adult development and learning; b) indicate at least two sources of research based on your reading of the literature; c) describe the importance or relevance of this topic to adult development and in what settings you feel it is most useful (perhaps in your place of work); d) describe one adult learning activity that makes use of and builds (or could build) on some of what is discussed in these readings; in other words, the possible application of this concept to the lives of adults.

a. Biological Changes in Adulthood
b. Cognitive Changes in Adulthood
c. Midlife and the Midlife transition
d. Gender Issues in Development and Learning
e. Transformative Learning
f. Loss and Grief
g. Story and Personal Narrative in Adulthood
h. Spiritual Perspectives on Adult Development
i. Cultural Issues in Learning and Development
j. A topic of particular interest (student’s selection); please discuss with the instructor before proceeding

Analysis of a Life Transition
Analysis of a life transition, about 1000-1500 words (4-6 pages double-spaced) in length.

William Bridges in his text, Transitions, discusses and analyzes life transitions, beginning with a description of what it is to be in a transition; and he proceeds to outline the process of transitions that includes 1) Endings, 2) The Neutral Zone, and 3) The New Beginning. In light of his description, consider a transition of life event in your own life, and examine it using Bridges’ definition and description of the process. Include in your paper: a) Briefly describe the transition that you underwent; b) Consider and describe the stages or processes that you experienced, according to Bridges model (be sure to briefly outline Bridges’ model); c) At the end, include a paragraph or two of discussion about how the text helped (or did not help) you begin to make more sense of this life transition. Note: be sure to include all steps (a, b, c) in your paper.

The paper is due the second session or week of class. Your paper should be brought to class in paper copy. Please staple your work and do not use a folder cover (in the interests of transportation; represents 20% of the final grade.)
Critique Papers of Course Readings

This assignment focuses on the readings that relate to the course and is intended to prepare students to participate in the class discussions. You are asked to prepare 5 Critique papers (no less than 500 words each (equivalent of two pages, double-spaced), from among those listed to the Course Schedule; they appear on D2L or on E-Reserve. Your papers should be written in three voices: the scientist, the artist, and the philosopher (See Guidelines for Preparing your Critiques, below). Each Critique Paper should be submitted in hard copy. Due date for these papers follows the class schedule; three are due prior to our first class; 5% for each paper, total of 25% of your final grade.

Participation

Participation is recognized as important to promote discussion and understanding. It involves in-class attendance and participation through thoughtful, respectful, and relevant contributions to the class discussion (10%).

Term Paper

Term Paper with Five options, due two weeks after the end of the class; 25% of the final grade. The papers should be e-mailed to the Instructor at ikarpiak@ou.edu. Select one:

Option A:
Consider the significance and practice implications of some aspect of adult development for your professional work. Address the following: a) Select some aspect or theory of adult development (be sure to outline it and assume that the reader does not know it); and b) examine how would you design, develop, or modify your professional activities on the basis of the theory or theories you have explored. In other words, what is the importance or value of this theory if applied to your work? Note: An outline of your paper should be presented to the instructor before you proceed. The length of the paper should be 1500-2500 words (6-10 pages double-spaced).

Option B:
Analysis of a Film through Theory. Choose a film and analyze it through one or two of the theoretical frameworks that you have examined in this course: developmental stages, developmental phases, life transitions, transformation. Your paper must include the following: a) A description of the key points or episodes of the film; b) An outline of the main points of the theory; c) An analysis that relates the film to the theory. (Assume that the reader knows neither the film nor the theory you are using.) Your proposal should be discussed with the instructor before you proceed. The length of the paper should be 1500-2500 words (6-10 pages double-spaced).

Option C:
Analysis of an Autobiography/Biography of an Individual. Read an autobiography or biography of an individual whose life touches upon or informs your study of adult development or the journey of adulthood. Topics such as stages or phases of development, societal factors in development, or life transitions may be a source of areas to explore, or there may be some other aspect of the individual’s life that speak to your interests. Prepare an paper that communicates to the reader a) the life of this individual, b) the issues that compelled or guided him or her, c) the way that the book brings in some of the theory of adulthood, and d) what the individual’s life story might mean to others and to Human Relations. Your proposal should be discussed with the instructor before you proceed. Be sure to cover each of these points. The length of the paper should be 1500-2500 words (6-10 pages double-spaced).

Option D:
Autobiography in Five Chapters. Imagine that a publisher has offered to publish your autobiography, and has asked for five chapters of your life. Begin by preparing an outline of these five chapters and then write the chapters. The length should be 12-15 pages, double-spaced (2-3 pages per chapter). Your chapter outline and your autobiography title should be presented to the instructor prior to writing. Guidelines for practice preparing your autobiography:

- Imagine that a publisher has invited you to write your story in five chapters; what would be the titles of the chapters?
• Prepare an outline with the titles for review by the instructor
• Avoid a simple chronology of their life, such as, “The Teen Years,” but rather, to give these periods an identifying quality or character, such as “The Teen Years: Lost in a Wilderness”
• Create a title for their story, such as Christopher Reeves’ *Still Me*
• Use this opportunity to reflect on your life, to take something from this exercise—what was your “story,” what was this life about?

To help guide you, this is a sample (this is only an example, not intended for you to follow) of one student’s Autobiography and Chapter titles:

- Autobiography: Through My Goggles
- Chapter 1 The Shaping of a Mind
- Chapter 2 Fitting In
- Chapter 3 Critical Exploration: The Turning Point
- Chapter 4 Resolution
- Chapter 5 Where to Now?

Option E:

Researching Lived-Experience: You have the opportunity to select a social phenomenon of interest to you and interview people about experiences that provide insight into the phenomenon. These interviews should be conducted on tape and the most valuable parts transcribed, or conducted with careful and detailed notes. Examples of social phenomena include: love, immigrant experience, insecurity, anger, divorce, self-confidence, deployment, and so on. You will approach potential respondents and ask them to recall at least two episodes from their lives in which this phenomenon occurred. These episodes take the form of anecdotes with a beginning and end. You will collect two episodes from each of three or four respondents. Once you have collected the episodes you will interpret each of them and indicate what it reveals about the phenomenon. Then you will provide a synthesis of these various insights and develop a tentative theory (or explanation) about the phenomenon. Only after developing the theory would you look in the psychological/human relations literature to see if someone has explored the phenomenon and provided an account of it. This approach to research is exactly opposite to what students usually do at university. This option must be discussed in advance with the instructor. The length of the paper should be 1500-2500 words (6-10 pages double-spaced). See further guidelines below:

Structure of Option E Paper

- Title and Introduction - the phenomenon is described
- Method - details are provided about the respondents (e.g., gender, age, relevant qualities)
- Interviews - each of the respondents is identified and then the episodes are provided in sequence, two per person. After each episode the students provides an interpretation of its meaning in relation to the phenomenon.
- Synthesis - these various insights are then integrated into a unified account of the phenomenon
- Critical Analysis - a comparison is made between the student’s ideas and those found in the literature
- Epilogue - the student discusses the experience and process of executing this project and the process of executing this project and writing the paper indicating what lessons have been learned.

Guidelines for preparing your Readings Responses:

To integrate the voices of the scientists, artist, and philosopher; the intent of this assignment is to bring together the objective knowledge with personal experience and human values. It is best to give each of these a heading as you prepare your paper, and be sure to give each voice more or less equal weight (space).

- The scientist: The “it”-- The scientist represent the ‘outside view;’ its qualities include the objective, logical, critical, and analytical. In this voice you would summarize the main points or key idea of the article, highlighting any feature that appears most relevant to you, the reader. This is the voice that you would typically use in academic work.
• The artist: The “I”--The artist represents the ‘inside view;’ its qualities include subjectivity, sincerity, and truthfulness about one’s inner state. In this voice you would offer your personal view and perhaps your own experience related to the article. Accordingly you would delve more deeply into your interpretations, your own history, and your feelings and attitudes concerning the article.

• The philosopher: The “We”--The philosopher represents the moral perspective, and it includes what has been learned and what personal values and viewpoint have emerged from reading the article. The criteria for the philosopher includes goodness, justness, relational care, and concern, and where the maxims one proposes might be universal. In the "we" attitude we would widen our concern beyond ourselves to the larger social context and ask ourselves how we might change our approach, given what we have read, or what ‘ought to be done.’

Further Guidelines for Preparing Papers and Presentations:

For ways to strengthen your papers, call upon CLOE:

• C Clarity with respect to expression, grammar, meaning, sentence structure, and paragraph structure (each paragraph should have an introductory sentence, a body that develops the thought, and a concluding sentence)

• L Logic in the presentation of arguments, positions, treatment of issues, and conclusions

• O Organization that builds a coherent structure (work from an outline!)

• E Evidence to support statements and opinions of the writer/speaker. Ask yourself, ‘on what basis am I making this statement?’

Grading:

This is a letter-graded course: A, B, C, D, or F. Attendance at all class meetings is required. The following explains my interpretation of each letter grade.

A = 90-100% Superlative work. It reflects scholarship, depth, accuracy, and good grammar. Papers and activities receiving an A grade are well organized, cogently address almost all appropriate points, leave little in the way of questions unless purposely designed to stimulate questions, provide appropriate evidence and citations, and clearly address the stated objectives. Interpretation, analysis, and synthesis flow clearly from the information base.

B = 80-90% Above average work. It reflects sound scholarship, but may reflect less depth than in the above, and may contain a few distracting presentation and process errors such as grammatical mistakes, spelling errors and lack of clarity. Interpretation may be challenged; analysis and synthesis may be criticized easily.

C = 70-80% Average work. The work reflects marginal scholarship. It contains frequent grammatical mistakes and spelling errors. Objectives are not clear, sentence structure and overall organization may be flawed, citations are inadequate, interpretation is questionable, and analysis is weak. Also, all of the points outlined in the assignment guidelines are not addressed.

D = 60-70% No comment.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Irene Eugenie Karpiak, Ph.D.

Education
1990 Ph.D. in Education/Adult Education, University of Minnesota

Current Positions
Professor, Educational Leadership and Policy Studies, University of Oklahoma

Frequently Taught Advanced Programs Courses
- EDAH 5033 Critical Literature in Adult & Higher Education
- EDAH 5940 Adult Learning and Development
- EDAH 5303 Foundations of Adult Education
- EDAH 5013 The Adult Learner
- HR 5093 Introduction to Graduate Studies in Human Relations

Representative Publications and Presentations
- Karpiak, I. E., Midlife: The ‘Second Call’ for Faculty Renewal, in the Department Chair, Vol. 11, No. 4, 2001, pp. 11-12.

Major Professional Affiliations
- American Association for Adult and Continuing Education (AAACE)
- Society for Research in Adult Development (SRAD)
- American Educational Research Association (AERA)
Representative Honors and Awards

- University of Oklahoma, College of Education, Teaching/Advising Award, 2002
- Canadian Journal of University Continuing Education, Journal Award, 2004
- Sheffield Journal Award, Canadian Society for the Study of Higher Education, 1997
- Journal Award of Excellence, Canadian Association for University Continuing Education, 2003, 1996
- Junior Faculty Research Award, The University of Oklahoma, 1997, 1995