

PROPOSED COURSE

THIS COURSE IS BEING

PROPOSED FOR



UNIVERSITY OF CALIFORNIA
RIVERSIDE

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LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by

the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial

synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE

MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals, and will

meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course

primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals: our work is supported and enhanced by that

of our colleagues teaching other courses.

Primary Secondary

A. Intellectual Skills and Modes of Thinking:

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process

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PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

XX Treat concepts, themes, and events in sufficient depth to enable students to appreciate the contribution of the discipline to the liberal arts.

XX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

XX Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

XX Encourage students to use and enhance wherever possible the composition

and mathematics skills built in the Skill Areas of Liberal Studies.

Text: Kathleen Berger. The Developing Person Through the Life Span.
 Worth Publishing, 1988. (2nd ed.)
 Student workbook is optional

<u>TOPIC</u>	<u>TEXT ASSIGNMENT</u>	<u>TEST DATE</u>
General Considerations	Chapters 1 & 2	
Prenatal, Birth, Neonatal	Chapters 3 & 4	Test 1
Infancy Period		
Physical	Chapter 5	
Cognitive	Chapter 6	
Psychosocial	Chapter 7	
Preschool Years		
Physical	Chapter 8	
Cognitive	Chapter 9	
Psychosocial	Chapter 10	Test 2
The School Age Child		
Physical	Chapter 11	
Cognitive	Chapter 12	
Psychosocial	Chapter 13	
Adolescence		
Cognitive	Chapter 14	
Psychosocial	Chapter 15	Test 3
Young Adulthood		
Physical	Chapter 16	
Cognitive	Chapter 17	
Psychosocial	Chapter 18	
Middle Adulthood		
Physical	Chapter 19	
Cognitive	Chapter 20	
Psychosocial	Chapter 21	Test 4
Late Adulthood		
Physical	Chapter 22	
Cognitive	Chapter 23	
Psychosocial	Chapter 24	

During the course of the semester there will be 5 group discussions. The purpose of the discussions is to familiarize you with an important issue in human development and to have you express

your own ideas and opinions. Prior to each discussion, I will provide you with information (articles on reserve in the library) to help

clarify the issues. Your grade will be determined by your written answers to the discussion questions as well as your participation in

and contribution to the discussion. The grade for each discussion is

Examples of readings for the non-textbook assignment.

Bach, George. The Intimate Enemy. Avon, 1968.

Billingsley, A. Black Families in White America. New York: Basic Books, 1975.

Coles, Robert and Stokes, Geoffrey. Sex and the American Teenager. New York: Basic Books, 1975.

Corea, Gena. The Mother Machine. New York: Harper and Row, 1986.

Csikszentmihalyi, Mihaly, and Larson, Reed. Being Adolescent. New York: Basic Books, 1984.

Erikson, Erik. Dimensions of a New Identity. New York: Norton, 1974.

Erikson, E. Childhood and Society. New York: Norton, 1950.

PART II - LIBERAL STUDIES GOALS

A. Intellectual Skills and Modes of Thinking

A. 1. Because developmental psychology is a synthesis of many areas

including physical, social, cognitive, psychological and vocational domains and because major theoretical approaches such as psychosocial, learning and cognitive theories must be synthesized this course will

C. Biological processes make a major impact on development. There is, obviously, an interface between biological development and social, psychological and cognitive development. For example, changes in the body have implications for our social and psychological

development. Some physical changes in old age may lead to social

isolation and lower self-esteem. Students will study normal biological development and how problems in physical development affects other aspects of development.

PART III - GENERAL CRITERIA FOR LIBERAL STUDIES

A. This has been a multi-instructor course. Currently, Dr. Barbara Marquette and Dr. Gordon Thornton teach this course. The instructors of the course have agreed to address similar sets of topics. Although

textbooks are selected by individual instructors, most developmental

2. Besides providing students with a knowledge and research base on human development, students will begin to explore their personal choices and ideas.
 3. Students will communicate their ideas through writing and speaking in group discussions.
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4. Not only is creativity studied in the context of cognitive development but also students will be challenged to do their own creative thinking through discussions, lab assignments, and in class discussion topics.

5. This course only provides a basic foundation for understanding human development. Continued learning will be necessary as students wrestle with issues in human development after college. The course will provide an overall conceptual framework and necessary resources for further study.

6. Obviously, the structure of our legal, medical, academic, and business institutions directly effect developmental tasks and will be explored when appropriate.