



ED 6153 - Adult Development

Thursdays 5:00 - 7:50 pm
January 10, 2024 - April 11, 2024



Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsundered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.



Hello! And welcome to ED 6153: Adult Development, Winter 2024. My name is Kendra, and I will be your instructor for this course. I have been facilitating classes at the undergraduate and graduate levels at UNB since Fall 2017 for both the Faculty of Education and the Faculty of Management.

My areas of research/teaching speciality lie in adult development, the transition to adulthood, conceptions of adulthood (how youth construct their understanding of what it means to be an adult), the #adulting phenomenon, precarious employment and union learning. My areas of facilitation include adult learning, methods and strategies of facilitating adult learning, distance education, online education, educational / instructional technologies and data visualization.

MEET YOUR INSTRUCTOR



Kendra Haines
khaines@unb.ca
Office hours: by appointment

COURSE DESCRIPTION

Through this course, we will examine selected concepts and theories that describe and explain adult development through primarily a sociological lens. We will consider the various aspects of development and change over the adult lifespan and the ways in which those changes form the foundations for understanding adult learning and development.

OBJECTIVES

By the end of the course you will have:

- Explore and reflected upon key theories and debates surrounding adult development and adulthood
- Explored and discussed adult development as a foundation for understanding adult learning;
- Begin to consider ways in which understanding adult development impacts on our work with adults;
- Explore the connection between adult development and learning.

Accessing the Course

This course is delivered using distance technologies – Teams and D2L, Thursdays 5:00-7:50pm for the duration of the course. It is the students responsibility to have adequate and consistent technology (hardware, software and internet) access to complete the course.

Team Meeting Details

Please download the desktop application of Teams for Work through the UNB M365 Portal (you will not be able to connect to our class Team using the personal version of Teams included in Windows 11) or the mobile device client.



Teams Support

New to Teams? Visit the ITS Microsoft 365 Resources Site for more information on how to install and use Microsoft Teams.

<https://unbcloud.sharepoint.com/sites/M365/SitePages/>

REQUIRED READINGS

All course readings and material are accessible online through D2L/The Online Reserves in the readings section of the course. There is no textbook to purchase for this course.

COURSE GUIDELINES

Along with the general University and Departmental regulations (ie: [Faculty of Education Graduate Student Handbook](#), [School of Graduate Studies Graduate Manual](#)) regarding your participation in this course (plagiarism, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

Respecting our fellow learners:

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other with respect in our interactions. We all have something to contribute. I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. However, while sharing your experience is welcome, please try to avoid making the discussions overly personal. *Note that reflection is more about how something makes you think rather than how something makes you feel.*

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.





Discussion etiquette

Please be respectful of your fellow students when they are speaking. Try to ensure that you allow opportunities for others to speak in class as well. Analyzing, critiquing and defending arguments are important elements of the learning process. Please try to ensure that your comments and critiques are constructive in nature. Learning to offer and receive constructive criticism will help you to refine and improve your work.

Language

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly. This classroom will be conducted in way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities.

Pronouns

Chosen Names and Personal Pronouns: Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.



We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

I'm (Professor) Kendra, and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name, is a way to show respect."

This course is taught using team-based collaborative learning and supports the development of a “brave” classroom. When groups of people who share a social and cultural context work together to learn, a culture or community of learning develops with everyone’s participation supporting a collective effort to learn something new (Bichindaritz & Marling, 2006; Brown & Campione, 1994; Duncan & Barber-Freeman, 2008; Lave & Wenger, 1998). The shared objective, combined with the diversity of expertise offered by each member of the group and sharing what is learned while learning how to learn, all play a significant role in a learning community. Diversity of thought and experience does not hinder a learning community; the learning community actually benefits from the variety of experiences of its members, making it a more supportive learning environment.



My participation

You will learn that adult education theorists believe the role of an adult educator is to facilitate learning and to encourage and support a transformative learning environment that incorporates experiential learning. It is also a hallmark of adult education that we model our practice. Thus, our classes will be seminar style, grounded in and modelled on these principals of adult education.

So, while I am happy to propose topics for discussion and while we do have to stay relatively focused on the broad topic the course, I would encourage you to consider the issues raised in each reading and think about what questions may arise for you from those readings or how any given issue may relate to your experience and be prepared to share your thoughts and ideas with the class each week. In good adult education fashion, we will learn from each other as well as from materials and resources.



The best means of contacting me is through email at khaines@unb.ca. I do not have office hours, per se as we are all working virtually. If you want to meet with me I am happy to do so through Teams at a time that is suitable to both of us.

I will respond to regular emails and course inquiries regularly throughout the week. Emails sent after 3:00pm Friday may not be addressed until the following Monday.

These are the initial guidelines that I propose for this course. I will monitor ‘the workings’ of these guidelines as we progress through the course and will be amenable to adding or changing them if we feel such changes are necessary to facilitate our learning.

PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
5. And more as set out in the academic regulations of the School of Graduate Studies Calendars (Section 15: <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-offenses.html>).

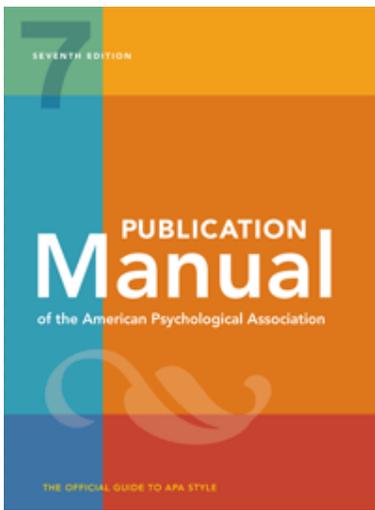
Use of Generative AI (ie: ChatGPT, Perplexity.io, Grammarly AI) and the Use of AI Paraphrasers/Grammar Checkers (ie: Quilbot, Grammarly, Wordtune)

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

Penalties for plagiarism and other offences range from a minimum of F (zero) in the assignment, exam or test to suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, see the UNB plagiarism policy at: <http://nocheating.unb.ca>



In the field of education, we use the APA 7th Edition (American Psychological Association) Style Guide for referencing and citations [<https://apastyle.apa.org>]. There have been several important updates from APA 6th Edition that you should take note of.

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and bettered with practice. I am happy to help you with that.

APA Resources

APA Style and Grammar Guidelines
<https://apastyle.apa.org/style-grammar-guidelines>

APA Style Guide to what's new in APA Style 7th Edition
<https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf>

APA 7th Edition Student Checklist
<https://apastyle.apa.org/instructional-aids/publication-manual-formatting-checklist.pdf>

APA 7th Edition Common Reference Examples Guide
<https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

What's new in APA Style 7th Edition (webinar)
<https://youtu.be/jOVZp8m0PCM>

A step-by-step guide for APA style student papers (webinar) <https://youtu.be/Ae6mQBuvqVE>

Citing works in text using seventh edition APA style (webinar) <https://youtu.be/Wfzo80CELqw>

Creating references using seventh edition APA Style (webinar) https://youtu.be/gmZlflX_qs8

Academic Writer Tutorial: <https://extras.apa.org/apastyle/basics-7e/?ga=2.172832803.1272569289.1608734026-2097927193.1597601462#>

Writing and Study Skills Support

UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success: <http://www.unb.ca/fredericton/studentservices/academics/index.html>

To contact the Writing and Study Skills Support Centre: WSS@UNB.CA

The Harriet Irving Library also has a series of guides and documents to help you guide APA 7th Edition as well as issues surrounding plagiarism: <https://guides.lib.unb.ca/guide/179>

Note: Your instructor strongly recommends using the Writing and Study Skills Support Centre for writing support versus the use of Generative AI tools when feasible. Please do not leave requests for assistance from the WSS Centre to the last minute as they may not be able to accommodate your schedule.



Services for Students with Disabilities

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, please book a time for a confidential appointment.

<http://www.unb.ca/fredericton/studentservices/academics/accessibility/>

Class Recording and Copyright

Classes will not be recorded or stored for future use / review. It is your responsibility to attend class. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Library Support

The [Harriet Irving Library](#) (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home address free of charge. For more information, please visit the [Distance Education Library Service](#) page. To use this service, you will need to have your library bar code that is found on your student ID.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for [adult education students](#) that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the [library system](#). You also have access to our education research librarian Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact him when you are researching for your assignments. He is available to help you through the process.

The [library research desk](#), located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca .



Technical Support

Information Technology Services (ITS) Help Desk:
457-2222, its servicedesk@unb.ca at the Harriet Irving Library Learning Commons. <http://www.unb.ca/its/get-it-help.html>

There are **two assessment pathways in ED 6153**. The Traditional Route and the Choose Your Own Adventure Route.

TRADITIONAL PATHWAY

In the traditional pathway you will write a ~20 page research paper examining a chosen topic in the area of adult development related to one (or multiple) themes of the course.

February 8

Assignment 1 (20%)

Research Paper Outline & Annotated Bibliography

March 14

Assignment 2 (25%)

Literature Review

April 4

Assignment 3 (30%)

Research Paper

April 13

Assignment 4 (25%)

Discussion / Class Participation Self-Reflection

Assignment 1: Research Paper Proposal & Annotated Bibliography (20%)

Submit a [Research Proposal](#) for the Literature-Based Research Paper final paper. This proposal should outline the topic of the paper, the relevant literature to be searched and the argument to be made in the paper. The proposal should be roughly 500-750 words (not including title or reference list).

In the proposal, provide an overview of the phenomena you will be examining and its significance: what is the viable topic or big issues you will be examining. Sample proposals will be provided in Brightspace D2L.

The following questions may help you in forming your proposal:

- Tentative title for the paper
- Topic of the paper
- Why are you interested in this topic?
- What have you learned from the literature thus far?
- What do you think your argument will be?
- How will you structure your paper?
- What research have you consulted? Provide a reference list.

Annotated Bibliography

From the reference list provided with your outline detailing the research you have begun to consult, choose six articles and write an annotated bibliography. An annotated bibliography is a bibliography (a list of books, journal articles, or other sources) that includes descriptive and evaluative comments about the sources cited in your paper. These comments are also known as annotations.

In an annotated bibliography, each source in the list is followed by a brief descriptive and evaluative paragraph of 5-8 sentences (approx. 150 - 350 words or more), which can also include its relevance to your paper topic. An annotated bibliography should inform the reader by providing a clear indication of each source's relevancy, accuracy and quality.

Annotated bibliography entries often include:

- A citation to the article, chapter, or other work
- Qualifications of the author(s)
- Methods the author(s) used
- A summary of the argument and/or findings
- Evaluation of the work, for example the logic of the arguments or value of the evidence
- How this work supports your own research

Example

The following annotation is colour coded to match the parts identified above.

Battle, K. (2007). Child poverty: The evolution and impact of child benefits. In K. Covell & R. B. Howe (Eds.), *A question of commitment: Children's rights in Canada* (pp. 21–44). Wilfred Laurier University Press.

Ken Battle draws on close study of government documents, as well as his own research as an extensively published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of child poverty rates in a number of countries is a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children. Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized by politicians and journalists. He outlines the NCB's development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from others' perspectives and analyses. Still, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Assignment 2: Literature Review (25%)

As part of your Literature-based research paper you will need to include a review of the relevant literature related to the phenomenon you are examining.

"A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study. It also organizes the literature into subtopics, and documents the need for a proposed study. In the most rigorous form of research, educators base this review mainly on research reported in journal articles. A good review, however, might also contain other information drawn from conference papers, books, and government documents. In composing a literature review, you may cite articles that are both quantitative and qualitative studies. Regardless of the sources of information, all researchers conduct a literature review as a step in the research process" (Creswell, 2012, pg. 80).

Although conducting a literature review follows no prescribed path, if you plan to design and conduct a study, you will typically go through five interrelated steps.

1. Identify key terms to use in your search for literature.
2. Locate literature about a topic by consulting several types of materials and data-bases, including those available at an academic library and on the Internet.
3. Critically evaluate and select the literature for your review.
4. Organize the literature you have selected by abstracting or taking notes on the literature and developing a visual diagram of it.
5. Write a literature review that reports summaries of the literature for inclusion in your research report.

For further details on how to approach writing a literature review, please consult Chapter 3: from Creswell (2012) and Chapter 3: Reviewing the Literature from Tuckman and Harper (2012). These resources can be found in the syllabus section of our Brightspace D2L site.

Assignment 3: Research Paper (30%)

Students will write a major literature-based research paper choosing a topic relevant to adult development. This topic can be one that we have not covered in this class. The paper should present a comprehensive analysis (discussion) of an area of adult development including a literature review (which you completed in Assignment 2 — you will now integrate the literature review into your research paper) and an analysis of the concept/phenomenon. Ensure you synthesize the phenomenon.

Papers should be 15 pages and will follow the APA 7 style for academic papers (you do not need to include the running header) and for references and citations. The paper should be double-spaced and in a font of at least 12 point.

Assignment 4: Discussion / Class Participation / Transformation of Learning Reflection (25%)

Students will write a 2-3 page paper reflecting upon their learning and participation in the course. You will provide a rationale for your self-assigned participation grade.

CHOOSE YOUR OWN ADVENTURE PATHWAY

From the list of potential assignments below, choose **three assignments** to complete during the term. Send Kendra an email indicating your choices by the end of Week 2.

Due Dates are flexible for assignments 1, 2, and 3, however, I do recommend the following "mile markers" to ensure you do not overload your schedule.

February 8

Assignment 1 (25%)

March 14

Assignment 2 (25%)

April 4

Assignment 3 (25%)

April 13

Assignment 4 (25%)

Discussion / Class Participation Self-Reflection

1

Find three resources (journal article, podcast, video...) that supports the themes we are discussing this term. Provide a ~500 word summary per resource and how it supports/links to the themes we are discussing in ED 6153. Ensure you use course materials to support your rationale for why the chosen resources support the themes we are discussing in class.

2

Create an infographic research poster about one of the life stages: Emerging adulthood, Early adulthood, Middle Adulthood, Late Adulthood. Question you may consider answering: What are common age ranges/demographics? Common characteristics? Physiological changes? The role of learning?.... Ensure your infographic is grounded in course materials and external research. Your infographic poster should summarize the research you have conducted and provide a clear 'story' for the reader. Your audience is more broad and general than a typical research paper or conference poster presentation audience. Target university students in general and those who are either in your life stage or who are caregivers or will move into the life stage focus of your infographic.

3

Develop a series of illustrations (or memes) depicting the various themes each week (Weeks 1-12). Include a 250 word summary detailing what themes and/or concepts are represented in each illustration/meme. Please reference content covered in class.

4

Create a Pecha Kucha (20 slides, 20 seconds per slide) presentation video about a theme or area of interest in adult development. Provide your speaking notes (referenced) as a word document.

5

Create a timeline of significant events that occurred within your lifetime and ground them in your "generational shared experience". How have these events impacted your development / understanding of the world around you? How have these events impacted the generation as a whole? Ground your timeline in course readings and external research. Each timeline event should include a short explanation of it's significance to you / your generation. Provide references. Timeline can be created in a variety of ways, but should be visual. You may consider creating it in Power Point, Canva, Timeline.js,

6

Conduct a "Let Me Tell You My Story" interview of an individual who is in one of the life course stages (Emerging adulthood, Early adulthood, Early Middle adulthood, Late Middle Adulthood, Late Adulthood, Elder adulthood) stage and analyze their narrative through the lens of the theories we have examined. Ground your analysis of the interview in the research we have examined in class and your own independent research. Final product can be delivered as a paper (~8 papers), podcast (~6min), presentation (~6min) etc. You do not have to transcribe the interview.

7

Produce a 10-15 minute "What Does it Mean to be an Adult" (or you can suggest a different theme of interest) podcast or video for young adults that explains the transition to adulthood and discusses the key characteristics of this transitional phase (**this can be done individually, or as a team of 2**) ** you may also examine the other phases of adulthood.

8

Produce a 5 minute Rick Mercer Style video 'rant' from the point of view of a specific generation addressing their specific learning needs / wants as adult learners / countering stereotypical views of the generation ("myth-busting"). Provide a written transcript with references (ensure you cite course readings and external research to support your 'rant').

9

Choose an area within the field of adult development and write a literature review (6-8 pages). Please run the area / theme by your instructor before beginning the literature review. Ensure you use course readings (when applicable) as well as external research.

10

Write an analysis of a character from a movie or a television series that is in a specific stage of adulthood or transitioning between stages. Provide a ~1200 word write up explaining why you believe this character is in the particular stage. Be sure to cite our readings (or other relevant sources) when discussing the features of adulthood. Please ensure movie or series is accessible on Paramount+, Disney, Prime, Netflix, or Apple TV. Movies / Series accessible through the HIL are also acceptable. Kendra will be watching the series / movie analyzed. Ensure you incorporate course readings and external research.

11

Create a a 5 minute "We're Millennial's" or "We're GenX" (or any generation) style 'tiktokesque' (you do not have to post to tiktok) video describing the characteristics of the generation and/or debunking myths and preconceived notions of the generation. Include a 1000 word research-based essay on the topic of focus of your video. (Video supports/complements the research-based essay).

12

Practice facilitating a class! Lead a 45-60 minute session (discussions, breakout activities etc) during one of our learning weeks on the theme and readings. Coordinate with Kendra at least two weeks beforehand.

13

Pitch a project to your instructor based on your interests and work/life context. Project idea must



EXTENSIONS

Please note, extensions will not be granted due to vacation travel or conflicting assignments in other courses. Extensions of up to five days may be granted for medical issues that impact your ability to complete course work; being on active deployment; family emergencies; work emergencies. If you are seeking an extension for more than five days, please contact me 72 hours before the due date with your assignment completion plan (i.e.: how much longer you need, expected submission date)

Grace Period

All assignments have a two day grace period. The due date is the target date, however, if you need extra time, two days of "wobble room" is provided to you without the need to request extra time. Any extension beyond this time needs prior approval and a valid rationale.

Late Assignments

Late assignments (without prior approval) or those that are submitted past a due date / extension date will have 5% deducted per day. This is the equivalent to a grade step (i.e.: A- paper becomes a B+ paper).

ASSIGNMENT SUBMISSION

All written assignments should contain the following below (APA 7 formatting). This is the proper format for academic assignments and essays and you are expected to submit assignments that adhere to those parameters.

- 1" margins on all sides of document
- Student papers need only to include a page number in the upper right-hand corner of every page (title page is page 1)
- Use a common, readable font throughout
- Recommended: Calibri (11 pt.) or Times New Roman (12 pt.)
- Double spacing throughout (including title and references pages)



Please submit a file (Brightspace will accept files up to 2GB) or you can share a link from your UNB M365 OneDrive (please ensure I have download rights). If your file is too large to upload to D2L, or you are unsure how to share using OneDrive please contact me or reach out to the ITS Helpdesk as they can also assist you in sharing files and setting permissions in OneDrive.

GRADING SCHEME (OVERALL CLASS PERFORMANCE)

A: Excellent performance: Demonstrates a comprehensive understanding of a wide range of issues related to the topic under consideration. Arguments are clearly informed by thoughtful reflection on relevant research and professional literature. Drawing on work from class and readings, appropriate illustrations and examples are used to illustrate and support the points made. Shows thoughtful attention to appropriate details and is able to communicate an awareness of uncertainties and contradictions in the field. The product is professionally written and/or presented.

Letter Grade	Percentage Equivalent
A+	95-100
A	90-94
A-	85-89

B: Good Performance: Demonstrates a solid understanding of a wide range of issues. The discussion of topics is articulate showing a strong appreciation of trends and issues. Points are illustrated and supported with appropriate examples from class and readings. May tend to emphasize general points without specific attention to detail and one right answer rather than an appreciation of uncertainties and contradictions in the field. The product is professionally written and/or presented.

Letter Grade	Percentage Equivalent
B+	80-84
B	75-79
B-	70-74

C: Satisfactory Performance: Demonstrates some understanding (perhaps somewhat incomplete or superficial) of a range of issues. Points are illustrated and supported with examples from class and readings. Evidence of limited understanding of uncertainties and contradictions in the field. The quality of the work is inconsistent and the product contains some grammatical and structural problems.

Letter Grade	Percentage Equivalent
C	60-69

D: Less than Satisfactory Performance: Demonstrates only a limited awareness of many issues related to the field. May use appropriate terminology but does not provide adequate illustration and support from class work and readings. There is no demonstrable sense of the range of issues in the field. The work is not professionally written and/or presented.

Letter Grade	Percentage Equivalent
D	50-59

F: Failure: Demonstrates considerable lack of awareness of a range of issues related to policy and practice. There are severe misconceptions of key ideas. There is the appearance of a general lack of preparation. The work is not professionally written and/or presented.

Letter Grade	Percentage Equivalent
F	0-49

NOTE: The grade book (spreadsheet) function in D2L will not be used to display grades. You will receive your graded feedback in your assignment or as an attachment. Please ensure you read the feedback annotations.

NOTE: A Grade of C is required for degree credit in the MEd program.

NOTE: Specific assignments will have their own grading rubric provided.

COURSE SCHEDULE (TENTATIVE)

Class 1: January 11 - Welcome to Adult Development / What / Who is an Adult? What is Adulthood? What is Adult Development?

Beck, J. (January 5, 2016). When are you really an adult? *The Atlantic*.

<https://www.theatlantic.com/health/archive/2016/01/when-are-you-really-an-adult/422487/>

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