ED 6153: Adult Development

Tuesdays 6:00 - 8:50 pm

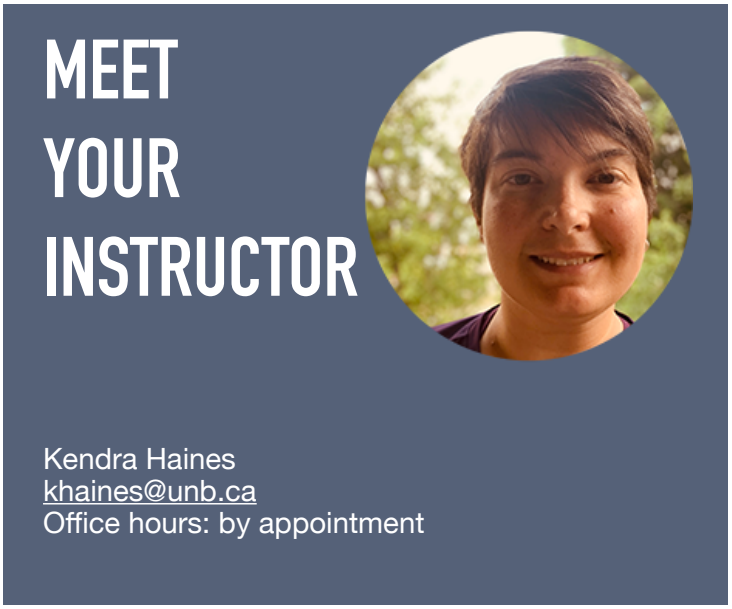
January 5, 2026 - April 13, 2026

Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsurrendered 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 2026. 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.



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, Tuesdays 6:00-8:50pm 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

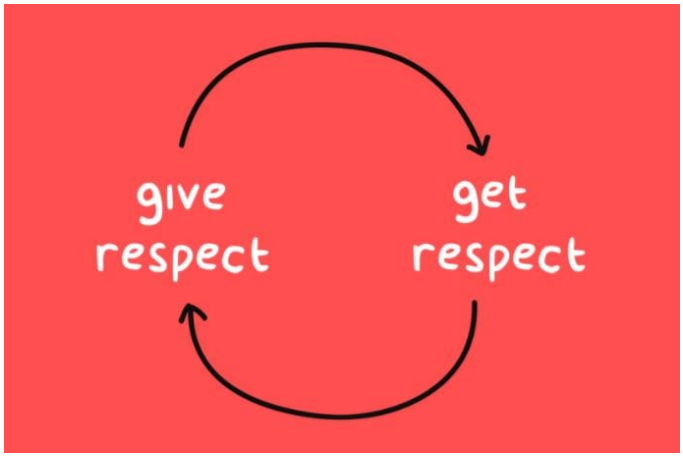
All course readings and material are accessible online through D2L/The Online Reserves in the readings section of the course. There is no textbook to purchase for this course.

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 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).

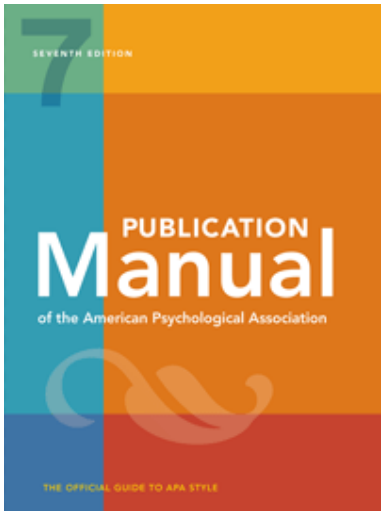
Use of Generative AI (ie: ChatGPT, Perplexity.io, Grammarly AI) and the Use of AI Paraphrasers/Grammar Checkers (ie: Quilbot, Grammarly, Wordtune)

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/gmZIfLX_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

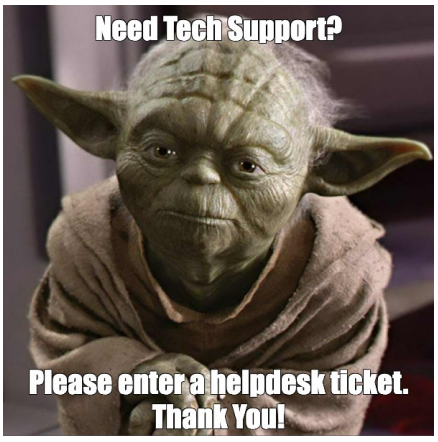
Classes will not be recorded or stored for future use / review. It is your responsibility to attend class. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, 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, itservicedesk@unb.ca at the Harriet Irving Library Learning Commons. http://www.unb.ca/its/get-it-help.html

Choice-Based Term Assignments (Pick Any 2) + Required Discussion / Class Participation / Transformation of Learning Reflection

How it works

- You must complete any TWO term assignments from the menu below (A–K).
- Plus: a required Final Course Reflection (separate—end of term).
- Recommended pacing (13-week term):
  - **Assignment 1 due: February 15, 2026**
  - **Assignment 2 due: March 29, 2026**
  - **Assignment 3 due: April 13, 2026**
- Workload parity: Each option is designed to be comparable in effort.
- Academic integrity: Use course concepts + credible sources; cite properly.
- Ethics: If you involve real people/organizations, follow the ethics notes under each assignment (consent, anonymity, no sensitive data, etc.).

Choose 2 of the options below:

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

Media/Discourse Analysis: "Successful Adulthood" What you do: Analyze how adulthood is represented in media (ads, TikToks, news, wellness culture, HR messaging, "adulting" content). Deliverable: 1,500–2,000 words or 8–10 slide deck with speaker notes. Must include: 2–3 key concepts (e.g., ageism, gendered expectations, meritocracy, class coding, neoliberal self-improvement) + 3–5 examples from your media set.

3

Develop a series of illustrations (or memes) depicting the various themes each week (Weeks 1-10). 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 pages), podcast (~6min), presentation (~6min) etc. You do not have to transcribe the interview.

7

Produce a 7-10 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 sterotypical 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

Are you smarter than Artificial Intelligence? Have a conversation with a Generative AI chat bot about a theme in our class. Does Generative AI "get it right?"? How do you know? Analyze the conversation you had with the GenAI chatbot. Is the information provided factual/correct? Based in research? Assignment can be written up as an essay style narrative (~6 pages) or you can produce a media (audio or video) file (~7 minutes). Please include your chat with the Generative AI in an appendix as well as any references you included.

14

Comparative Case Study (Two Adults, One Transition) Compare two cases facing the same transition (e.g., job loss, becoming a caregiver, immigration, returning to school) under different social conditions. Deliverable: 1,800–2,200 words. Must include: cumulative advantage/ disadvantage + intersectionality + one institutional factor (work/education/health/state).

15

Life-Course Mapping + Sociological Commentary: Use the life course perspective without requiring personal disclosure. Create a life-course map for: a public figure (biography), or a fictional composite adult, or your own life only if you choose (no sensitive details required). Identify: transitions, turning points, trajectories, "linked lives," and historical/cultural context. Deliverable 1-page timeline/map + 900–1,200 word commentary. Must reference at least 3 course readings

16

Discourse Analysis: "What Counts as a 'Successful Adult'?" Critically analyze how media/policy defines adulthood, success, aging, productivity, or independence. What you do: Collect a small dataset (choose one): 8–12 social media posts (public), **or** 4–6 ads, **or** 3–5 news articles, **or** one policy document + 3 related media items. Code for themes (e.g., responsibility, employability, self-reliance, ageism, gendered care norms). Connect findings to our readings. Deliverable 1,200–1,600 words including: data table, coding categories, and 2–3 example excerpts (short quotes only)

Assignment 3: Discussion / Class Participation / Transformation of Learning Reflection (40%)

Length: 800–1,200 words (or 5–7 minute audio + transcript)
Prompts:

1. What concept changed how you see adult development, and why?
2. Where do you now see structure shaping "choice"?
3. What will you take into your practice/profession/community work?
4. One question you're still wrestling with.

EXTENSIONS

I understand that life can sometimes present unexpected challenges, and as adult learners, balancing responsibilities is part of your reality. While it is important to strive to meet the due dates outlined in the syllabus, I recognize that circumstances may occasionally require an extension.

If you need an extension for an assignment, please notify your instructor as soon as possible, ideally before the original due date. In your request, include a brief explanation and propose a new due date. Extensions will be considered on a case-by-case basis, and clear communication is appreciated to ensure fairness and consistency for all learners.

Remember, proactive planning and timely communication are key to maintaining a successful learning experience.

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 "wiggle room" is provided to you without the need to request extra time. Any extension beyond this time needs prior approval and a valid rationale.

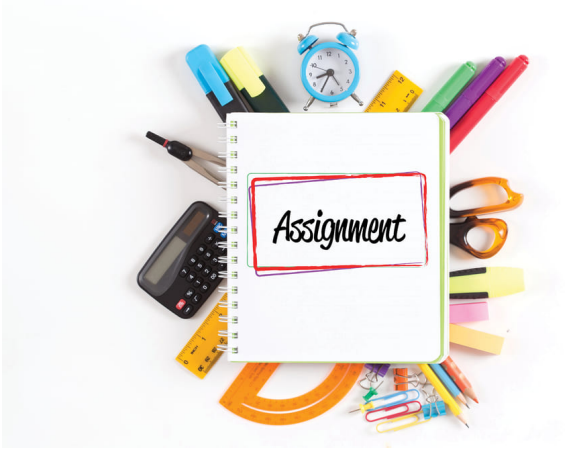
Late Assignments

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 media files (Brightspace will accept files up to 2GB) to Brightspace 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.

COURSE SCHEDULE (TENTATIVE)

Class 1: January 6 - 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*. (*** IN BRIGHTSPACE DUE TO PAYWALL)

CBC Radio (Jun 20, 2021). Adulting 101: Why being an adult is harder than ever. *The Sunday Magazine*. https://www.cbc.ca/radio/sunday/the-sunday-magazine-for-june-20-2021-1.6070909/adulting-101-why-being-an-adult-is-harder-than-ever-1.6071338

McCue, J. (July 18, 2018). Our definition of adulthood is changing. *World Economic Forum*. https://www.weforum.org/agenda/2018/07/how-ideas-of-adulthood-its-rights-and-responsibilities-are-changing-around-the-world

Class 2: January 13 - Adult Development Themes and Models

Elder, G.H., Kirkpatrick Johnson, M., & Crosnoe, R. (2003) Chapter 1: The emergence and development of life course theory, in J.T. Mortimer, M.J. Shanahan, & M. K. Johnson (Eds.) *Handbook of the Life Course Vol 1, (*pp.3-19). Kluwer Academic/Plenum.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. (2020). Chapter 12: Adult Development in *Learning in adulthood : A comprehensive guide* (4th ed) pp. 321-345. John Wiley & Sons.

Settersten Jr, R. A. (2007). The new landscape of adult life: road maps, signposts, and speed lines. *Research in Human Development*, 4(3-4), 239–252.

Class 3: January 20 - Generational Cohorts

Aboim, S., & Vasconcelos, P. (2014). From political to social generations: a critical reappraisal of Mannheim's classical approach. *European Journal of Social Theory*, *17*(2), 165–183.

Campbell, S. M., Twenge, J. M., & Campbell, W. K. (2017). Fuzzy but useful constructs: making sense of the differences between generations. *Work, Aging and Retirement*, 3(2), 130–139.

Kingstone, H. (2021). Generational identities: Historical and literary perspectives. *Social and Personality Psychology Compass*, 15(10) [10 pages].

Class 4: January 27 - Cohorts, chronology, and collective memories

Heux, L., Rathbone, C., Gensburger, S., Clifford, R., & Souchay, C. (2023). Collective memory and autobiographical memory: perspectives from the humanities and cognitive sciences. *Wiley Interdisciplinary Reviews: Cognitive Science*, *14*(3).

Schuman, H., & Corning, A. (2017). The conversion of generational effects into collective memories. *International Journal of Public Opinion Research*, 29(3), 520–532.

Schuman, H., & Rodgers, W. L. (2004). Cohorts, chronology, and collective memories. *The Public Opinion Quarterly*, 68(2), 217–254.

Schuman, H., & Scott, J. (1989). Generations and Collective Memories. *American Sociological Review*, 54(3), 359–381.

Class 5: February 3 - Conceptions/Perceptions of Adulthood

Arnett, J.J. (1997). Young people's conceptions of the transition to adulthood. *Youth & Society*, 29(1), 3-23.

Benson, J & Furstenberg, F.F. (2006). Entry into Adulthood: Are Adult Role Transitions Meaningful Markers of Adult Identity?, *Advances in Life Course Research,* 11(2006),199-224.

Cepa, K., & Furstenberg, F. F. (2021). Reaching adulthood: persistent beliefs about the importance and timing of adult milestones. *Journal of Family Issues*, 42(1).

Wright, M., & von Stumm, S. (2024). Perceptions of Adulthood: What Does it Mean to be Grown-Up? *Journal of Adult Development*, 32(1), 1–14.

Class 6: February 10 – Life Stages: Transition to Adulthood / Emerging Adulthood / Young Adulthood (~18-25)

Krahn, H. J., Chai, C.-A., Fang, S., Galambos, N. L., & Johnson, M. D. (2018). Quick, uncertain, and delayed adults: timing, sequencing and duration of youth-adult transitions in Canada. *Journal of Youth Studies*, 21(7), 905–921.

Skirbekk, V., Tamnes, C. K., Júlíusson, P. B., Jugessur, A., & von Soest, T. (2025). Diverging trends in the age of social and biological transitions to adulthood. *Advances in Life Course Research*, 65, 100690. https://doi.org/10.1016/j.alcr.2025.100690

Class 7: February 17 – Life Stages: Early Adulthood (~25-40)

Aktu, Y., & İlhan, T. (2017). Individuals' Life Structures in the Early Adulthood Period based on Levinson's Theory. *Educational Sciences: Theory & Practice*, *17*(4), 1383–1403.

Mehta, C. M., & LaRiviere, K. (2022). "You Have Those Adult Responsibilities, But You're Still Getting Your Feet on the Ground": The Lived Experience of Established Adulthood. *Journal of Adult Development*, 30(1), 36–52.

Class 8: February 24 - Life Stages: Middle Adulthood (~40-65)

Infurna, F. J., Gerstorf, D., & Lachman, M. E. (2020). Midlife in the 2020s: opportunities and challenges. *The American Psychologist*, 75(4), 470–485.

Lachman M. E. (2004). Development in midlife. *Annual review of psychology,* 55, 305–331.

Lachman, M. E., Teshale, S., & Agrigoroaei, S. (2015). Midlife as a pivotal period in the life course: balancing growth and decline at the crossroads of youth and old age. *International Journal of Behavioral Development*, *39*(1), 20–31.

MARCH 2 - 6 READING WEEK

Class 9 March 10: Life Stages: Late Adulthood (~65 – 75) and Late Late Adulthood (~75+)

Markov, C., & Yoon, Y. (2020). Diversity and age stereotypes in portrayals of older adults in popular American primetime television series. *Ageing and Society*, 1-21, 1–21.

Findsen, B. (2018). Learning in Later Adulthood: A Critical Perspective. In M.Milana, S. Webb, J. Holford, R. Waller, & P. Jarvis, (Eds) The Palgrave International Handbook on Adult and Lifelong Education and Learning, pp. 839-855

Russo-Netzer, P., & Littman-Ovadia, H. (2019). "Something to live for": experiences, resources, and personal strengths in late adulthood. *Frontiers in Psychology*, 10, 2452–2466.

Class 10: March 17 - Interserctionality and Adult Development

Holman, D., & Walker, A. (2020). Understanding unequal ageing: towards a synthesis of intersectionality and life course analyses. *European Journal of Ageing : Social, Behavioural and Health Perspectives*, 18(2), 239–255.

Meier, P., Mortelmans, D., Emery, L. & Defever, C. (2015). Intersecting Inequalities in the Life of Young Adults: A Reflection on Intersectional Policies. *DiGeSt. Journal of Diversity and Gender Studies*, 2(1-2), 57–74.

Stewart, A. J., & Newton, N. (2024). Integrating Intersectionality and Life Course Approaches: Three Women's Lives. *Journal of Adult Development*, 32(4), 417–430.

Class 11: March 24 - TBA

Class 12: March 31 - TBA

Class 13: April 7 - Course Wrap-Up

GRADING SCHEME (OVERALL CLASS PERFORMANCE)

A Range (Excellent / Graduate-Level Distinction)

Work in the A range demonstrates:

- **Sophisticated sociological thinking:** Consistently uses theory and concepts (life course, stratification, intersectionality, institutions, structure/agency) accurately and strategically—not name-dropping.
- **Strong argumentation:** Clear thesis; analysis explains *mechanisms* (how/why outcomes happen) and shows causal/logical reasoning.
- **Depth + originality:** Offers insight beyond class discussion; makes connections across weeks, readings, and contexts; may introduce relevant scholarly perspectives thoughtfully.
- **Evidence-rich and well integrated:** Readings are used to build the argument; external sources are credible and relevant; citations are accurate and consistent.
- **Critical reflexivity and ethics:** Recognizes positionality, power relations, and limitations of data/methods; handles people/communities respectfully.
- **Polished scholarly communication:** Excellent organization, clarity, and academic tone; few to no errors; professional formatting.

Typical markers: Strong synthesis; nuanced claims; anticipates counterarguments; shows command of graduate-level writing and sociological framing.

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

B Range (Good / Solid Graduate-Level Work)

Work in the B range demonstrates:

- **Accurate understanding of core concepts** with generally appropriate application, though analysis may be uneven or occasionally descriptive.
- **Clear organization and purpose:** Main idea is present, but argument may be less sharply developed or may rely on summary before analysis.
- **Competent use of readings:** Integrates course readings appropriately, though connections may be more additive ("this reading says…") than synthesized.
- **Some critical engagement:** Identifies implications and patterns, but may not fully explain mechanisms or consider alternative interpretations.
- **Generally strong communication:** Writing/presentation is clear with minor issues in flow, style, or citation; professional and readable.

Typical markers: Good comprehension; consistent effort; analysis present but could go deeper, be more integrated, or take more intellectual risks.

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

C Range (Minimal Graduate-Level Achievement / Needs Significant Development)	Letter Grade	Percentage
Work in the C range demonstrates: • **Limited or inconsistent sociological analysis:** Relies heavily on description, personal opinion, or general statements without sustained theoretical framing. • **Weak argument structure:** Purpose is unclear or unsupported; claims are not well evidenced; analysis is difficult to follow. • **Insufficient engagement with readings:** Readings are missing, inaccurately represented, or used superficially; citations may be incomplete. • **Gaps in rigor or professionalism:** Basic issues with organization, clarity, academic tone, or requirements not met (length, components, ethics steps). • **Limited critical reflection:** Little attention to power, institutions, or structural conditions; may treat adult development as individual choice without sociological context. **Typical markers:** Meets only the most basic expectations; requires revision, stronger evidence, and clearer sociological framing to reach solid graduate level.	C	60-69

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. If you are from outside of the MEd program, please check with your program advisor.