



LIFESPAN DEVELOPMENT

Infancy Through Adulthood

Laurence Steinberg | Marc H. Bornstein | Deborah Lowe Vandell | Karen S. Rook

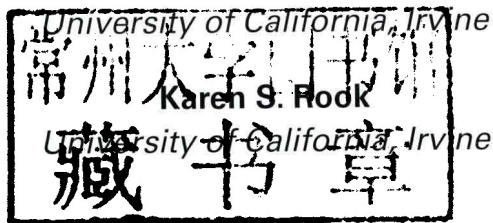
Lifespan Development

Infancy Through Adulthood

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Deborah Lowe Vandell, and Karen S. Rook**

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Preface

This book grew out of our shared belief that a change in the way we teach students about the study of human development was long overdue. What distinguishes this text from other titles can be summarized with an acronym: **CARE**.

Cutting edge research

Appplied developmental science

Readability

Essential knowledge

Some books share one, maybe two, of these features. But none has all four. And it is our view that students need the full combination to really understand and appreciate both how individuals develop and how scientists study this process.

Simply put, students should know what today's scientists are discovering about human development and how this knowledge can be applied in the real world. This information also needs to be presented in a style that is contemporary and engaging and that is free from the distractions of fluff and filler. These have been our overarching aims.

CUTTING-EDGE RESEARCH

There is no better way for a textbook author to keep up with the latest developments in the field than to be an actively engaged specialist in his or her own research. **Specialists are often the most knowledgeable about the science that is defining, and redefining, the field.** This book is the product of a collaboration among four active scientists who study different periods of development: Marc H. Bornstein specializes in infancy, Deborah Lowe Vandell in childhood, Larry Steinberg in adolescence, and Karen Rook in adulthood. All of us have been teaching and doing research on human development for more than 30 years, and all of us have occupied prominent positions in the fields' major organizations and on the fields' most important editorial boards.

APPLICATION THROUGH LUCID EXAMPLES

The authors of this book come at the study of development from different disciplinary perspectives: Marc was trained in developmental science, Deborah in education, Larry in human development and family studies, and Karen in social and clinical psychology with an emphasis on aging. One of us has taught elementary school (Deborah), another has done clinical work with children and families (Larry), another has conducted research all over the world (Marc), and another has conducted research and interventions with older adults and their families (Karen). **Our combined expertise allows us to raise examples that resonate with students from different backgrounds and fields of study and with different occupational goals in mind.** All four of us have made strong commitments in our professional careers to the application of developmental science in the real world, whether through the design of legal and social policy; the dissemination of information about children through television and film; the development of educational and afterschool programs; the authoring of books and articles written explicitly for parents, teachers, and health care practitioners; or the development of intervention strategies to promote adults' health and well-being. **Our commitment to the profession has enabled us to write a textbook that is full of examples and illustrations that permit students not simply to understand and appreciate the scientific study of human development, but to see how this knowledge can be used to improve the lives of individuals around the world.**

READABILITY WITH A GOAL TOWARD COMPREHENSION

We also strongly believe that there is no reason that a textbook has to be boring. We find the study of human development exciting, and we've tried to communicate this excitement to students in the way this text is written. Although each of us is an accomplished and well-published author, we worked closely with Ann Levine, a professional writer who has written several successful textbooks and trade books, to keep the writing lively and engaging, and to ensure that the book has a strong and common voice that cuts across chapters. And we worked closely with the design team to create an interior look that is coherent, contemporary, and attractive.

As soon as you start to read, you will see that the writing is more conversational than is usually the case. **The combination of cutting edge research coverage and conversational writing gives students comfortable access to core concepts through good explanations. In this way, each chapter tells a story.** We think that students are more likely to retain information that they have really read—not just scanned and memorized.

ESSENTIAL KNOWLEDGE THAT PROVIDES FOCUS ON CORE CONCEPTS

As we set out to write this book, we asked ourselves, “What do students *really* need to know?” And, “What content can students probably do without?” We know that there are topics that are mainstays in developmental textbooks not because they remain useful or important, but because they just have always been there.

We began our work by listing, for ourselves, every conceivable topic that might be covered in an introductory developmental textbook. Just as the brain overproduces synapses during infancy, we deliberately overproduced when formulating our list. And then, as is the case with brain development during childhood and beyond, we pruned. If a topic was essential, we kept it on the list. If it wasn't, we said goodbye. We elected to cover fewer, more important topics in depth than to create an encyclopedia that was shallow and superficial. **The result is a book that focuses more on core concepts and good explanations of those concepts.**

We also decided to eliminate the fluff—the boxed inserts that students never read because they know they won't be covered on the exam, the cartoons and comics that take up valuable real estate in a book, and the imaginary people invented to tell charming stories about development. We knew that we could illustrate our points with real-world examples, so why make them up? Our rule, which we adhered to fervently, was that if a topic wasn't important enough to have in the main body of the text, it wasn't important enough to include in the book. Every photo, figure, and table was selected to illustrate a very specific, substantive point. Our decision to eschew boxes had the added benefit of giving the interior design a clean, crisp feel.

Organization and Learning Aids

As we noted earlier, this book is organized in a way that will be familiar to most instructors who have taught lifespan development before and have followed a chronological (rather than topical) organization. The book is divided into eight parts. The first part introduces the scientific study of development with a chapter on theory and research design, a chapter on nature and nurture, and a chapter on prenatal conception, development, and birth.

- The coverage of theory in Chapter 1 departs from the usual in that we place less emphasis on classical theorists—Freud, Erikson, and Piaget—and give more

attention to more contemporary views, including sociocultural, ecological, behavioral-genetic, evolutionary, and dynamic systems perspectives.

- Chapter 2 (Nature with Nurture) is a bit unconventional in its organization, in that we combine our discussion of genetics and our discussion of the context of development, culminating in a contemporary view of how nature and nurture work together.
- Chapter 3 begins at conception, covers prenatal development, and concludes with the birth of the baby.

Each of the next parts of the book focuses on a specific developmental period—Infancy, Early Childhood, Middle Childhood, Adolescence, Young Adulthood, Middle Adulthood, and Later Adulthood—and contains one chapter on Physical and Cognitive Development and one on Socioemotional Development. (Part Two—Infancy—divides the material on physical and cognitive development into two separate chapters, and Part Eight—Later Adulthood—is followed by an Epilogue on Death and Dying.)

Within each chapter we have included a series of interim summaries (one that follows the conclusion of each major subsection) and a running glossary in the margin, as well as three concluding pedagogical devices that we hope students will find helpful: a brief section called “Summing Up and Looking Ahead,” which reviews the main themes covered in the chapter and foreshadows the next chapter; a section called “Did You Get It?,” which tells students what they should have come away with after reading the chapter; and a list of “Important Terms and Concepts,” which provides page numbers for each of the glossary terms so that students can quiz themselves on them.

Supplements

Instructor’s Resource Manual: Save time, streamline your course preparation and get the most from the text by preparing for class more quickly and effectively. The *Instructor’s Resource Manual* contains learning objectives, chapter outlines, lecture and discussion topics, and student activities and handouts.

Test Bank: Containing over 1,500 questions, the test bank contains both multiple-choice and essay questions. Each question is tied to a learning objective and marked with the main-text page reference to help instructors efficiently create quizzes and tests.

PowerLecture® with ExamView® and JoinIn™: This one-stop lecture and class preparation tool contains ready-to-use PowerPoint® slides and allows you to assemble, edit, publish, and present custom lectures for your course. PowerLecture lets you bring together text-specific lecture outlines and art from the text along with videos or your own materials, culminating in a powerful, personalized media-enhanced presentation. The CD-ROM also includes the JoinIn Student Response System that lets you pose book-specific questions and display students’ answers seamlessly within the PowerPoint slides of your own lecture in conjunction with the “clicker” hardware of your choice, as well as the ExamView assessment and tutorial system, which guides you step by step through the process of creating tests.

Book Companion Website: Full of resources for both instructors and students, the website contains learning objectives, chapter quizzes, a glossary, flashcards, and more! To access the website, go to www.cengage.com/psychology/steinberg.

Study Guide: The study guide contains learning objectives, chapter outlines, key terms with fill-in-the-blank exercises, applied learning and critical thinking exercises, multiple-choice quizzes, and a quiz review.

CengageNOW with eBook, InfoTrac, and Psych Resource Center: CengageNOW is an easy-to-use online resource that helps you study in less time to get the grade you want—NOW.

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Laurence Steinberg
Marc H. Bornstein
Deborah Lowe Vandell
Karen S. Rook

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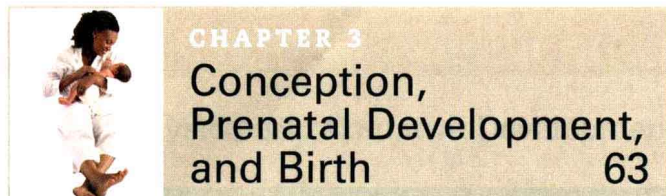
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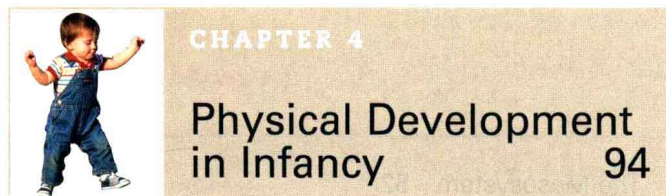
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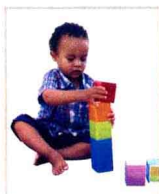
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