



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Grace Chan		
(b)	Office Hours:	By appointment or Tue 3-4pm		
(c)	Location:	F352		
(d)	Phone:	250-370-3217	Alternative Phone:	
(e)	Email:	chang@camosun.bc.ca		
(f)	Website:	D2L		

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon successful completion of this course a student will be able to:

1. Summarize the main theories relating to the study of lifespan development.
2. Describe the physical, cognitive and social changes that occur across the lifespan.
3. Explain the impact of culture and diversity on development across the lifespan.
4. Apply developmental theory and research techniques to an individual case study of human development.

3. Required Materials

- (a) Texts See below
(b) Other

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments
(b) Quizzes See below
(c) Exams
(d) Other (e.g., Attendance, Project, Group Work)

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Psychology 171-D02 – Winter 2016
Human Development: Lifespan Online

Instructor:	Grace Chan	Phone: 250-370-3217
Office:	F352	E-mail: chang@camosun.bc.ca
Office Hours:	see posted times or by appointment	D2L email (preferred)

Text

Feldman, R.S. & Landry, O. (2014) *Discovering the Lifespan* (Canadian edition). Toronto, Ont.: Pearson.

Course Description: (Calendar description)

Students will explore human development from conception until death, focusing on critical milestones achieved across the ages in the areas of physical, cognitive, and social development. Cultural diversity of experience will be examined, as well as modern theoretical models attempting to explain human development.

Course Objectives:

This course is an introduction to the field of lifespan development. The objective of this course is to examine a comprehensive view of the developmental changes from conception through death, and to present explanations of those changes. Upon successful completion of this course a student will be able to:

1. summarize the main theories relating to the study of lifespan development.
2. describe the physical, cognitive and social changes that occur across the lifespan.
3. explain the impact of culture and diversity on development across the lifespan.
4. apply developmental theory and research techniques to an individual case study of human development.

Course Structure:

The course is delivered on the Camosun Desire2Learn system. All course materials are posted online. Reading the textbook is essential. There are online quizzes, written assignments, and online discussions. Students will need to be on campus to write 2 tests during the semester. Details will be given at the orientation session in the first week of classes.

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.htm

Course Evaluation:

Tests	60%	<ul style="list-style-type: none"> • 2 tests - 30% each tests are based on assigned readings • tests will consist of multiple choice and short answer questions • tests will not be cumulative • see class schedule for test dates • there will be a 5% per week penalty on late tests 																																				
Assignments	20%	<ul style="list-style-type: none"> • two assignments • refer to assignments guidelines for details • see class schedule for assignment due dates • there will be a 5% per week penalty on late assignments 																																				
Chapter Quizzes	5%	<ul style="list-style-type: none"> • 10 chapter quizzes (1 per chapter) on D2L • quizzes are open book • 2 attempts per quiz – higher mark will count • see class schedule for quizzes due dates 																																				
Discussions/ Applications	15%	<ul style="list-style-type: none"> • 10 discussion questions/applications (minimum 200 words) • include <u>one</u> relevant online source in each discussion (provide an internet source <u>or</u> a citation of an academic paper, and word count) • see class schedule for due dates – <u>no</u> late 																																				
Total	100%	<p><u>Letter Grade:</u></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>90-100%</td> <td>Superior levels of achievement</td> </tr> <tr> <td>A</td> <td>85-89%</td> <td></td> </tr> <tr> <td>A-</td> <td>80-84%</td> <td></td> </tr> <tr> <td>B+</td> <td>77-79%</td> <td>High levels of achievement</td> </tr> <tr> <td>B</td> <td>73-76%</td> <td></td> </tr> <tr> <td>B-</td> <td>70-72%</td> <td></td> </tr> <tr> <td>C+</td> <td>65-69%</td> <td>Satisfactory level of achievement</td> </tr> <tr> <td>C</td> <td>60-64%</td> <td>Sufficient level of achievement to proceed with next level of study</td> </tr> <tr> <td>D</td> <td>50-59%</td> <td>Minimum level of achievement for which credit is granted</td> </tr> <tr> <td>F</td> <td>0-49%</td> <td>Minimum level is not achieved</td> </tr> <tr> <td>I</td> <td></td> <td>Standing incomplete until such time as the work is completed, normally to a maximum of six weeks following a semester</td> </tr> </tbody> </table>	Grade	Percentage	Description	A+	90-100%	Superior levels of achievement	A	85-89%		A-	80-84%		B+	77-79%	High levels of achievement	B	73-76%		B-	70-72%		C+	65-69%	Satisfactory level of achievement	C	60-64%	Sufficient level of achievement to proceed with next level of study	D	50-59%	Minimum level of achievement for which credit is granted	F	0-49%	Minimum level is not achieved	I		Standing incomplete until such time as the work is completed, normally to a maximum of six weeks following a semester
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**Psychology 171-D02 – Winter 16
Course Schedule**

Week	Week of	Topics & Readings	Due - <u>Sunday 11:59pm</u>		
			Discussions	Assignmen	Quizzes
1	Jan 11-17	Introduction Modules 1.1, 1.2, 1.3	Ch 1		
2	Jan 18-24	The Start of Life Modules 2.1, 2.2, 2.3	Ch 2	Discussion #1	
3	Jan 25-31		Ch 3	Discussion #2	
4	Feb 1-7	Infancy Modules 3.1, 3.2, 3.3	Ch 4	Discussion #3	
5	Feb 8-14	Early Childhood & Preschool Years Modules 4.1, 4.2, 4.3	Ch 5	Discussion #4	
6	Feb 15-21	Middle Childhood Modules 5.1, 5.2, 5.3		Discussion #5	
7	Feb 22-28	Test #1 – Ch 1-5 Feb 23 (Tuesday)			Quizzes 1-5
8	Feb 29 – Mar 6			Assignment #1	

9	Mar 7-13	Adolescence Modules 6.1, 6.2, 6.3	Ch 6	Discussion #6		
10	Mar 14-20	Early Adulthood Modules 7.1, 7.2, 7.3	Ch 7	Discussion #7		
11	Mar 21-27	Middle Adulthood Modules 8.1, 8.2, 8.3	Ch 8	Discussion #8		
12	Mar 28 – Apr 3	Late Adulthood Modules 9.1, 9.2, 9.3	Ch 9	Discussion #9		
13	Apr 4-10	Death & Dying Modules 10.1, 10.2, 10.3	Ch 10	Discussion #10		
14	Apr 11-17				Assignment #2	
15	Exam Period	Test #2 – Ch 6-10 Date to be announced				Quizzes 6- 10

Psych 171 – Winter 16
Grace Chan

Assignments

Assignment #1 – choose A or B

A

My Story – Tell the story of your life to this point. Include important events that have happened since birth till adolescence or young adulthood. This will require you to condense and to focus on the highlights and major events. Relate these key events to theories and concepts learned in the course. Discuss your learning and insights.

Format: Write as an essay, **OR** use two columns, one column describing key events, and the other one for corresponding theories/concepts, learning, and insights. **Length:** 3 typed-pages – Times (12) – double-spaced

OR

B

Look for articles from recent newspapers, magazines etc. that illustrate pertinent development phenomena, concepts, theories, issues, or research findings. You may choose from magazine articles, newspaper feature articles, editorials, commentaries, advice columns, medical columns, pictures, cartoons, and from online sources. Choose **3** articles on different topics, and for each one write a description or explanation of how it relates to materials covered in the course from prenatal to middle childhood stages.

Length: 3 pages (1 typed-page per article excluding the article). Attach a copy of each article and/or URLs used for the assignment – Times (12) – double-spaced

Assignment #2 – choose C or D

C

Look for articles from recent newspapers, magazines etc. that illustrate pertinent development phenomena, concepts, theories, issues, or research findings. You may choose from magazine articles, newspaper feature articles, editorials, commentaries, advice columns, medical columns, pictures, cartoons, and online sources. Choose **3** articles on different topics, and for each one write a description or explanation of how it relates to materials covered in the course from adolescence to later life stages.

Length: 3 pages (1 typed-page per article excluding the article). Attach a copy of each article and/or URLs used for the assignment. – Times (12) – double-spaced

OR

D

Reflecting on your study of human development, in your opinion what are the salient (prominent) factors that promote optimal functioning at each stage of life (prenatal to death)? Discuss, and relate to theories and concepts learned throughout the course. Note: this is not about yourself, but you can include personal examples where appropriate.

Format: Essay, not more than 3 typed pages – Times (12) – double -spaced

