



## COURSE OUTLINE

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

\* 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:	Lisa M Gunderson, Ph.D.		
(b)	Student Hours:	Wednesdays 9:20-9:50am & 12:50-1:10pm		
(c)	Location:	Classroom A111 – Belmont Secondary School		
(d)	Phone:	778-679-2229	Alternative Phone:	
(e)	Email:	GundersonL@camosun.bc.ca		
(f)	Website:			

Welcome to Psychology 171. Please use this syllabus as your source of information regarding the class throughout the semester. Any major changes to the syllabus will be discussed. If my office hour is not convenient for you, please do not hesitate to contact me by phone or e-mail to make an appointment.

### 2. Course Description and Intended Learning Outcomes

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 explaining human development.

Upon completion of this course the 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

Feldman, R.S. & Landry, O. (2017) *Discovering the Lifespan* (2<sup>nd</sup> Canadian edition). Toronto: Pearson.

### 4. Course Content and Schedule

#### COURSE FORMAT

Each class begins with an overview of the lecture, including the objectives of the morning. Class will include lecture, group work, video, and class demonstrations to highlight various theories and concepts.

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<b><u>Week 1: September 07</u></b>	<b><u>Introduction</u></b> Introduction & Course Review Beginnings	Chapter 1
<b><u>Week 2: September 14</u></b>	<b><u>Introduction Continued</u></b> Theoretical Perspectives Research Methods	Chapter 1 continued Chapter 2
<b><u>Week 3: September 21</u></b>	<b><u>The Start of Life</u></b> Prenatal Development Prenatal Growth and Change Birth and the Newborn Infant	Chapter 2 continued Discuss Writing Assignment
<b><u>Week 4: September 28</u></b>	<b><u>Infancy</u></b> Physical, Cognitive, Social and Emotional Development	Chapter 3
<b><u>Week 5: October 5</u></b>	<b><u>The Early Childhood and Preschool Years</u></b> Physical, Cognitive, Social and Emotional Development <b>PAPER DUE</b>	Chapter 4
<b><u>Week 6: October 12</u></b>	<b><u>Middle Childhood</u></b> Physical and Cognitive Development  <b>NO CLASS ON MONDAY- HAPPY THANKSGIVING</b>  <b>MIDTERM 1</b>	Chapter 5  <b>Chapters 1-4</b>
<b><u>Week 7: October 19</u></b>	<b><u>Middle Childhood Continued</u></b> Social and Emotional Development  <b>Adolescence</b> Physical and Cognitive Development	Chapter 5 continued  Chapter 6
<b><u>Week 8: October 26</u></b>	<b><u>Adolescence</u></b> Social and Emotional Development  <b>Early Adulthood</b> Physical and Cognitive Development	Chapter 6 continued  Chapter 7
<b><u>Week 9: November 2</u></b>	<b><u>Early Adulthood</u></b> Social and Emotional Development <b>PAPER DUE</b>	Chapter 7 continued
<b><u>Week 10: November 9</u></b>	<b><u>Middle Adulthood</u></b> Physical and Cognitive Development	Chapter 8
<b><u>Week 11: November 16</u></b>	<b><u>Middle Adulthood</u></b> Social and Emotional Development <b>MIDTERM 2</b>	Chapter 8 continued  <b>Chapters 5-7</b>
<b><u>Week 12: November 23</u></b>	<b><u>Late Adulthood</u></b> Physical, Cognitive, Social and Emotional Development	Chapter 9
<b><u>Week 13: November 30</u></b>	<b><u>Death and Dying</u></b> Physical, Cognitive, and Social Development	Chapter 10
<b><u>Week 14: December 7<sup>th</sup></u></b>	<b><u>Death and Dying continued</u></b> Emotional Development FINAL REVIEW <b>PAPER DUE</b>	Chapter 10 continued
<b>Chapters 8-10</b>	<b>FINAL EXAM ON DECEMBER _____</b>	<b>Chapters 8-10</b>

## 5. Basis of Student Assessment (Weighting)

### **I. Writing Assignments – 33.3% (200 points): What Would Do? & Applying Lifespan Development**

These writing assignment is designed to aid you in critically thinking about the lifespan and making real connections between the class material and the “real world.” There are two categories and you must complete 5 assignments (at least 2 from each category – the 3<sup>rd</sup> is your choice). Each writing assignment is worth 40 points. At least 3 of them must be from different chapters. By the end of the term, you would have written between 5-10 pages, excluding the bibliography and attachments.

An overview is discussed the first week of class. The assignment choices will be discussed in detail during the 3<sup>rd</sup> week of class and you will be given a grading sheet for the assignment. Assignments will be due on October 5<sup>th</sup>, November 2<sup>nd</sup>, and December 7<sup>th</sup>.

For both assignments, turn in your assignment by 10:10am or you will incur the late penalties listed below.

<b>Due</b>	<b>Turned In</b>	<b>Deduction</b>
Wednesday	Wednesday after 10:10am but by the end of class	10 points (10%)
	Following Week	30 points (30%)

Finally, you must turn in at least 3 of the writing assignments. If you do not, there is an additional 50-point deduction from your final score. PAPERS are NOT accepted after December 7<sup>th</sup>.

### **II. Examinations – 50% (300 points)**

There are two midterm exams and a non-cumulative final exam. Your exams consist of 40 multiple-choice items (@ 2.5 points each). Questions are based on all assigned readings and class lectures. You are strongly encouraged to keep current on your reading, since some test questions will come directly from the reading and may not have been discussed in class. Exams are returned during the next class period. If you have any questions or concerns regarding your exam, you have one week to see me. There is a review sheet and a facilitated group session provided a week prior to the exam.

#### **Make-up Exams**

The exam dates are: **October 12<sup>th</sup> and November 16<sup>th</sup>**. Please check your calendars now. If these dates conflict with religious observances or officially approved activities, please let me know by Wednesday, **September 21<sup>st</sup>** to make alternative arrangements. If you miss an exam due to illness or a personal emergency, you must make-it up within the week on a Wednesday.

**Please save all of your exams until your FINAL grade is determined.**

### **III. Other – 16.7%**

#### **Attendance and Group Work – 16.7% (100 points)**

You are expected and highly encouraged to attend all classes. There are approximately 10 graded in-class & take-home assignments, designed to emphasize certain topics discussed in class. If you are not actively participating in your group, you will be given the assignment to complete on your own.

You may make up in-class/group assignments for full credit if you miss class due to a conflict with a religious observance, traveling for an officially approved activity, or a verifiable medical excuse. If you miss class for any other reason, you will receive a maximum of **50% credit** for the assignment. You have **ONE WEEK** to make up the assignment for credit. Your group assignment is determined the first day of class.

For the purpose of confidentiality and blind grading, you are assigned a psychology class ID to be used in place of your name throughout the semester. You will use this ID (e.g., name of a country) on all of your assignments and examinations. You will be given your ID the first week of class.

**Psychology Class ID:** \_\_\_\_\_ **Group Assignment:** \_\_\_\_\_

**6. Grading System**  
**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

There are 600 points possible. There is no curve. At any point in the semester you can determine your grade to date simply by figuring out the percentage. You also will have a grade to date sheet to keep track of your grade. Final grades will be based on the scale below.

Points	Grade	Percentage Range	Grade Point Equivalency
540 or higher	A+	90-100 – Excellent	9
510-539	A	85-89	8
480-509	A-	80-84	7
462-479	B+	77-79 – Good	6
438-461	B	73-76	5
420-437	B-	70-72	4
390-419	C+	65-69 - Satisfactory	3
360-389	C	60-64	2
300-359	D	50-54 – Poor	1
299 or lower	F	0-49 - Failing Work	0.0

**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](http://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. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
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](http://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.

### Final Notes

#### **Cell phones, PDAs, Electronic Devices**

Texting and the use of electronic devices, including cell phones and any headphone-related musical device is prohibited in this class. DO NOT make calls or text others at any time during this class, including during a media presentation. **If you are completing group work, you will be asked to complete the group work on your own for 1/2 credit.**

#### **Respect and Confidentiality**

Every effort is made to create a safe, comfortable atmosphere where we can discuss various topics freely and openly. Because students have widely differing values and beliefs, it is extremely important that we respect individual differences and refrain from judgment of others. In group and class discussions, you are in no way expected to share personal information unless you choose to do so. Any personal information discussed in groups and class should not be discussed outside the classroom.

#### **Cheating and Plagiarism**

Cheating and plagiarism is not tolerated – period. Every effort is being made to minimize an environment for cheating. If you are caught cheating during an exam or plagiarizing any aspect of your assignment, at the minimum you will receive a 0 for that test/paper and will be penalized according to Camosun regulations. Please read and familiarize yourself with the student's code

of conduct definitions, rules, and regulations for cheating and plagiarism. You can find the student code of conduct on the Camosun website (camosun.ca) in the policy section.

**Students with Exceptionalities:** If you have an exceptionality (i.e., disability) including learning disabilities or chronic disabilities, please come and see me after class or during my student hours to explain your needs and to discuss appropriate accommodations.

### **Waste Reduction**

In an effort to do my part, I will only supply one hard copy of your syllabus; you can retrieve additional copies of the syllabus by e-mailing me. Also, please feel free to double-side your assignments. Please reduce and reuse when possible and always recycle appropriate materials in the appropriate receptacle.

### **Withdrawal from the class**

The last day to drop this course is Tuesday, September 20<sup>th</sup>. The final deadline to withdraw from this class is Tuesday, November 8, 2016. However, please speak with me BEFORE you decide to withdraw. The goal is to have you complete this class successfully and I want to facilitate that process to the best of my ability. Let's talk and find out if we can assist you in completing the course. DON'T JUST WITHDRAW- PLEASE.

### **Be Responsible**

Keep track of all your assignments. When you write your papers **SAVE** a paper copy **AND** a computer disk copy. Keep the hard copy of your chapter summary and your exam scantrons. **You will not receive credit for something you said you did if you do not have proof.**

**KEEP ALL YOUR WORK UNTIL YOU RECEIVE YOUR FINAL GRADE.**

The Student Is...



“...the most important person on the campus.  
Without students there would be no need for the institution.  
...not a cold enrollment statistic but a flesh and blood human being  
with feelings and emotions like our own.  
...not someone to be tolerated so that we can do our thing. They are our thing.  
...not dependent on us. Rather, we are dependent on them.  
...not an interruption of our work, but the purpose of it.  
We are not doing them a favor by serving them.  
They are doing us a favor by giving us the opportunity to do so.”  
Author unknown

***I hope you will find this course a challenging, enjoyable and valuable learning experience.***