



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-171-001
Human Development: Lifespan
Winter 2019

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Denise Iacobucci, PhD
(b) Office hours	Tuesdays and Thursdays 12:00 to 1:00pm, and by appointment
(c) Location	Fisher 106E
(d) Phone	250 370 3221 Alternative: 250 208 9384
(e) E-mail	iacobuccid@camosun.bc.ca (my e-mail starts with a lower case "i")
(f) Website	D2L

2. Intended Learning Outcomes

Upon 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

Feldman, R.S. & Landry, O. (2017) *Discovering the Lifespan* (Second Canadian Edition). Toronto, Ont.: Pearson.

(b) Other

This course is supported by D2L. See notes about accessing D2L. As well students can expect to get handouts during lectures to assist them with course assignments and tests.

4. Course Content and Schedule

There is one 3-hour lecture each Friday from 9:30am to 12:20pm in Ewing 201. Lectures will consist of small group, dyad, and individual work. A week by week schedule is available on the last page of this course outline. Changes to this schedule will be addressed in lecture and updated on D2L.

ATTENDANCE

I believe participation and attendance is very important. If you must miss class, call me at 370-3221 or e-mail me at iacobuccid@camosun.bc.ca. If I am not available please leave a message on my voice mail.

If students decide to miss lectures then they are responsible for ensuring that they understand all materials and are aware of any announcements, including those that may alter future course events.

Basis of Student Assessment (Weighting)

Course Evaluation:

Tests	60%	a. 4 tests (15% + 15%+ 15% + 15%) = 60% each b. tests are based on assigned readings and lecture material c. tests will consist of multiple choice, true/false and short answer questions d. tests will not be cumulative e. see class schedule for test dates (last page of course outline)
Class Assignments	15%	a. 2 assignments (Pop-Up Lecture @ 5% + Case/Article Review @ 10%) b. refer to assignment guidelines for details (handed out in second class) c. see class schedule for assignment due dates (last page of course outline)
Applied Reflective Journal	20%	a. each student will create a journal of 5 entries answering critically applying concepts from topics, videos, and text. b. each journal entry is worth 4% c. journal entries can be drawn, or written double-spaced, no more than 3 pages.
In-Class Participation	5%	a. students will be asked to participate in group, partner, and individual work throughout the course. b. weekly participation will be part of this grade.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Notes:

- It is the student's responsibility to attend exams as scheduled. Make-up exams can be written only if students have a case of documented illness or emergency or more than 2 exams scheduled for the same day.
 - **Any instructor approved changes to due dates or test dates need to be confirmed in writing by students through e-mail to the instructor.**
- Late assignments will receive a 10% penalty per day, and will not be accepted if more than 7 days late.

- If you are not satisfied with a grade I have given, you have the right to ask me to re-grade the work.
 - Work that I review may receive the same grade, a lower grade, or a higher grade.
- I reserve the right to ask you to resubmit work, or to show me extra material related to it.
- **Unfortunately, I will NOT be offering extra assignments or exams (beyond what is listed above) to improve your final grade.**
- **Students are responsible for reading the assigned material prior to class so that they are prepared to participate in class discussions and group tasks.**

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

Psychology 171 – Winter 2019 – Tentative Course Schedule

Week	Week of	Lecture Topics & Tests	Text	Assignment Due Dates
1	January 11	Introduction Modules 1.1, 1.2, 1.3	Ch 1	
2	January 18	The Start of Life Modules 2.1, 2.2, 2.3	Ch 2	Journal Entry #1 Due – 4%
3	January 25	<i>Test #1 – 15% Chapters 1 & 2</i> Infancy Modules 3.1, 3.2, 3.3	Ch 3	
4	Feb. 1 st	Early Childhood & Preschool Years Modules 4.1, 4.2, 4.3	Ch 4	Journal Entry #2 Due – 4%
5	Feb. 8 th	Middle Childhood Modules 5.1, 5.2, 5.3	Ch 5	Journal Entry #3 Due- 4%
6	Feb. 15 th	<i>Test #2 – 15% Chapters 3, 4, & 5</i> Introduce Adolescence & Pop-Up Lecture Assignment	Ch 6	
7	Feb. 22 nd	READING WEEK NO CLASSES	READ CHAPTERS 6 and 7	
8	March 1 st	Adolescence Modules 6.1, 6.2, 6.3	Ch 6	Pop-Up Student Lecture – 5%
9	March 8 th	Early Adulthood Modules 7.1, 7.2, 7.	Ch 7	Journal Entry #4 Due-4%
10	March 15 th	<i>Test #3 – 15%</i> Adulthood		Work on Course Assignment
11	March 22 nd	Middle Adulthood & Late Adulthood Modules 8.1, 8.2, 8.3 Modules 9.1, 9.2, 9.3	Ch 8 Ch 9	Work on Course Assignment
12	March 29 th	Death & Dying Modules 10.1, 10.2, 10.3	Ch 10	Journal Entry #5 Due-4%
13	April 5 th	<i>Test #4- 15%</i>		
14	April 12 th	<i>Course-Wrap Up</i>		Case/Article Review – 10% Pairs or Individuals