



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-171-001 D01**  
**Human Development: Lifespan**  
**Winter 2021 Online**

## COURSE OUTLINE

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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.

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### 1. Instructor Information

(a) Instructor	Denise Iacobucci, PhD (please call me Denise or Dr. Iacobucci) pronounced "yakaboochy"
(b) Office hours	Before class Wednesdays 10:30pm to 11:20am in Virtual Classroom on D2L via Collaborate and/or by phone and by appointment.
(c) Location	Fisher 106E (currently working from virtual office online)
(d) Phone	250 370 3221 <b>Alternative:</b> 250 208 9384
(e) E-mail	<a href="mailto:iacobuccid@camosun.bc.ca">iacobuccid@camosun.bc.ca</a> (my e-mail starts with a lower case "i" –)
(f) Website	See D2L course – virtual classroom using collaborate sessions

### 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.

Outcomes measured by: combination of quizzes, journal entries, and discussion posts.

### 3. Required Materials

(a) Texts

Santrock, J.W., Mondlock, C.J., & MacKenzie-Thompson. (2020) *Essential of Life-span Development* (First Canadian Edition). Canada: McGraw Hill.

(b) Other

1. **Course information and course material will be posted on D2L throughout this semester. This course is offered through D2L and Collaborate. See notes below on how to access both of these.**
2. **Please keep in mind that with an online course, technology issues may occur** – when and if they occur students will contact course instructor via e-mail and phone

number(s) provided and will be directed to someone who can provide technical assistance. Please know that any technical issues will be managed.

3. **Students are responsible** for staying in constant communication with their instructor in these changing times as we all staying flexible and awaiting possible changes to pandemic protocols. Course delivery remains online for Winter 2021.
4. **Students may NOT make an audio or video recording of any person without their prior consent. Information presented orally is considered copyrighted material. Students may not use recordings without prior permission of the instructor. Recordings are prohibited from being made and distributed, in part or in full.**

#### Accessing D2L

1. Got to <http://online.ca>
2. Enter your student number for your user name.
3. Enter your password. If you have not setup a password before, the default password should be your birthday in YYMMDD.
4. Click on our course from the list: PSYC-171-D01: Lifespan Development

#### How to access Collaborate

1. Login to the course on D2L.
2. Click on the Collaborate link in the navigation bar beside My Tools.
3. Click on the PSYC 171 Office hour and lecture time link you would like to join and select Join session. You may be prompted to setup your mic and video; follow the prompts.
4. PSYC 171 Office hour and lecture time has been set up for January 13<sup>th</sup>.

## 4. Course Content and Schedule

There is one approximately two-hour lecture in our virtual classroom each Wednesday from 11:30am to 1:30pm on D2L in **our virtual classroom** in Collaborate. Following lecture there is a 20-30 minute question and answer session addressing course material and assignments.

I believe participation, connection and attendance is very important during this online semester. Please e-mail if you are unable to attend any of the online lectures.

As mentioned above, course material will be posted to D2L throughout the semester. To be successful in this course, it is recommended that students **1)** attend lectures and preview any pre-recorded lecture audio-visual clips and exercises; **2)** read chapters and posted lecture notes making additional notes from text; **3)** stay up to date with readings and complete all course assignments; and **4)** use test study guides and posted lecture material to review and prepare for tests.

Unless noted by the instructor, pre-recorded lecture material highlights and summarizes key points from text/lecture and does not replace all the information covered in synchronous classes. Virtual classes are designed to meet student learning needs in real time, provide opportunities for student interaction while expanding and clarifying pre-recorded material. A week by week schedule is available on the last page of this course outline.

**Changes to this schedule will be addressed via D2L e-mail and updated on the D2L schedule.**

Week	Wednesdays Date	Lecture Topics & In-Class Quizzes	Text	Assignment Due Dates
1	Jan. 13 <sup>th</sup>	<b>Introduction</b> Chapter 1	Ch 1	<b>Discussion Board #1</b> <b>Life span Theories – 2.5%</b>

2	Jan. 20 <sup>th</sup>	<b>Biological Beginnings</b> Chapter 2	Ch 2	<b>Journal Entry #1 Due Jan. 20 – 6%</b> <b>Theories and Research Practice</b> Review Quiz #1Chp 1 & 2 5%
3	Jan. 27 <sup>th</sup>	<b>Quiz #1 (Chapter 1 &amp; 2) – 11%</b> <b>Physical &amp; Cognitive Development in Infancy - Chapter 3</b>	Ch 3	
4	Feb. 3 <sup>rd</sup>	<b>Social emotional Dev in Infancy</b> Chapter 4	Ch 4	<b>Journal Entry #2 Due Feb. 3<sup>rd</sup> – 6%</b> Infancy
5	Feb. 10 <sup>th</sup>	<b>Quiz #2 (Chapter 3 &amp; 4) – 11%</b> <b>Physical &amp; Cognitive Dev in Childhood</b> Chapter 5	Ch 5	
6	Feb. 17 <sup>th</sup>	Reading Week = Read Chapter 6 NO CLASSES	Ch 6	<b>Journal Entry #3 Due- 6%</b> Early Childhood <b>(First 3 Journal Entries Submitted)</b>
7	Feb. 24 <sup>th</sup>	<b>Social Emotional Dev in Childhood</b> <b>Chapter 6</b>	Ch 6	
8	March 3 <sup>rd</sup>	<b>Quiz #3 (Chapters 5 &amp; 6) -11%</b> <b>Physical &amp; Cognitive Dev Adolescence</b>	Ch 7	<b>Discussion Board 2.5%</b> Adolescence
9	March 10 <sup>th</sup>	<b>Social &amp; Emotional Dev Adolescence</b>	Ch 8	<b>Journal Entry #4 Due-6%</b> Middle Childhood/Adult
10	March 17 <sup>th</sup>	<b>Physical &amp; Cognitive Dev. Early Adult</b> <b>Social &amp; Emotional Early Adulthood</b>	Ch 9 Ch 10	<b>Discussion Board 2.5%</b> Early & Middle Adulthood
11	March 24 <sup>th</sup>	<b>Quiz #4 (Chapter 7, 8, 9, 10) -11%</b> <b>Physical &amp; Cognitive Dev. Middle/Late Adulthood</b>	Ch 11	
12	March 31 <sup>st</sup>	<b>Social &amp; Emotional Middle/Late Adulthood</b>	Ch 12	<b>Journal Entry #5 Due-6%</b> Middle/Late Adulthood
13	April 7 <sup>th</sup>	<b>Death Dying &amp; Grieving</b>	Chp 13	<b>Discussion Board 2.5%</b> Late Adulthood & Dying
14	April 14 <sup>th</sup>	<b>Quiz #5 - Chapters 11, 12, 13 – 11%</b>  <b>NO FINAL EXAM in this COURSE</b>		

## 5. Basis of Student Assessment (Weighting)

Final grades will be weighted as follows:

Practice Quiz	= 5%
In-Class Quizzes	= 55%
Journal Entries	= 30%
<u>Discussion Boards</u>	= 10%
	= 100%

<b>Practice Review Quiz Chapter 1 &amp; 2</b>	<b>5%</b>	<p>a. this practice quiz will help students orient themselves to the types of questions that will occur on quizzes.</p> <p>b. it consists of multiple choice, true/false, matching, and short answers.</p>
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		c. students will be able to take this practice quiz twice.
<b>Quizzes</b>	<b>55%</b>	<ul style="list-style-type: none"> <li>a. there are 5 quizzes worth 11% each</li> <li>b. quizzes are based on assigned text readings and lecture material</li> <li>c. quizzes may consist of multiple choice, true/false, matching, and short answers.</li> <li>d. quizzes will not be cumulative.</li> <li>e. see class schedule for quiz dates</li> </ul>
<b>Applied Reflective Journal Entries</b>	<b>30%</b>	<ul style="list-style-type: none"> <li>a. each student will choose and create 5 journal entries answering questions, critically applying concepts from text, research and lecture. See marking rubric on D2L.</li> <li>b. generally journal entries are written double-spaced <b><u>with APA referencing and no more than 3.5 double spaced pages.</u></b></li> <li>c. students will submit journal entries to Assignments on D2L. First 3 journal entries have recommended due dates with the final due date no later than February 17<sup>th</sup> 2021. The last two journal entries also have recommended due dates and can be handed in no later than March 31<sup>st</sup> 2021.</li> </ul>
<b>Discussion Boards</b>	<b>10%</b>	<ul style="list-style-type: none"> <li>a. there will be <b>4 discussion board questions</b> students need to choose a question and then post a response. These are discussion boards are designed to be pass/fail and comprise 10% of your final grade.</li> <li>b. students have one week to complete assigned discussion posts.</li> </ul>

Student rights and responsibilities:

- a. If struggling to write and meet due dates of a (n): quiz, journal entry, discussion post, **contact me prior to due date or quiz date.** Any request for rescheduling a quiz or an extension on an assignment is to be made and confirmed in writing via email. Please see last page of course outline for notes on student responsibilities.
- b. **Students may NOT make an audio or video record of any person without their prior consent. Information presented orally is considered copyrighted material. Students may not use recordings without prior permission of the instructor. Recordings are prohibited from being made and distributed, in part or in full.**

## 6. Grading System

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

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

As noted above, in order to be successful in this course it is recommended that students read course text – I recommend the following strategy.

1. Always read chapter summaries first – helps you orientate you to the most salient pieces of information prior to
2. Survey: Scan chapter titles, subtitles, and chapter summary before reading the chapter
3. Question: formulate questions from the textbook, partial lecture note, headings and subheadings.
  - a. Answer these as the chapter is read.

4. Read: be sure to read theories and concepts to compare and contrast similarities and differences between concepts and theories/perspectives. An example, how does psychoanalytic theory compare to the cognitive social learning theory?
  - a. Keep your questions in mind and do not skip graphs, boxes, tables etc.
5. Retrieve: prepare questions on the material than email questions or meet online in collaborate to discuss.
6. Review: Create a summary covering all your questions and answers and list all the key terms and operationally define them. Read: the chapter a second time, for any missed detail in order to apply your conceptual understanding using examples in preparation for exams, assignment, and discussion posts.

These links connect to a wide variety of learning skills including, text reading, online studying, writing, and exam preparation:

<http://camosun.ca/services/writing-centre/learning-skills.html>

<http://camosun.ca/services/writing-centre/resources.html>

<http://camosun.ca/services/library/research-guides.html>

APA Writing Guidelines

<http://camosun.ca/learn/subjects/psychology/current-students.html>

Help Centres

<http://camosun.ca/services/help-centres/>

Writing Support Information

<http://camosun.ca/services/writing-centre/>

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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

## 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.

### Instructor Notes about your grades:

- 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 submitted work.
- I will NOT be offering extra assignments or quizzes (beyond what is listed above) to improve your final grade.

### Instructor Notes about student responsibilities:

- All students are expected to follow the College Student Academic and Conduct Policies. <http://camosun.ca/about/policies/educationacademic/e-1-programming-and-instruction/e-1.13.pdf>
- It is the student's responsibility to attend quizzes as scheduled. Make-up quizzes can be written only if students have a case of documented illness or emergency. Students must contact the instructor prior to the scheduled quiz.
- Assignments that are copied (plagiarized or identical) between students will receive a mark of 0% for ALL students with identical work.

- Late assignments will receive a **5% penalty per day**, and will **not be accepted** if more than 7 days late.
- *Students are responsible for reading the assigned material prior to class so that they are prepared to participate in class discussions.*