

**SCHOOL OF HEALTH AND HUMAN SERVICES  
COMMUNITY, FAMILY AND CHILD STUDIES DIPLOMA PROGRAM  
FALL 2011**

**CFCS 120 – LIFESPAN DEVELOPMENT 1**

<b>INSTRUCTOR:</b>	Joan Astren	
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<b>OFFICE:</b>	WT 222	
<b>CLASS LOCATION</b>	Wilna Thomas Building, Room 103	
<b>CLASS TIME:</b>	Friday, 11:30 am – 2:20 pm	
<b>REQUIRED TEXT:</b>	Bee, H., Boyd, D., & Johnson, P. (2012). <i>Lifespan development: Fourth Canadian Edition</i> . Toronto: Pearson.	
<b>TECHNOLOGY:</b>	D2L Accessible	

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**COURSE DESCRIPTION**

This course is an overview of major themes and theories of development from conception through middle childhood, including physical, social, emotional, cognitive, language and spiritual development. Emphasis is on using developmental theory for assessing individual needs. Current trends and issues in research, cultural influences and variations in development will be examined.

**COURSE OUTCOMES**

Upon completion of this course, the student will be able to:

1. Understand and describe the nature of research in the area of human development.
2. Understand the developmental processes and influences during the prenatal period.
3. Describe the major developmental changes of the child from birth to middle childhood, in the areas of physical, cognitive, language, social and emotional, and spiritual development.
4. Describe and begin to assess variations in development among children and youth.

**LEARNING EXPERIENCES/RESOURCES**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

<u>COURSE ASSIGNMENTS</u>	<u>VALUES</u>	<u>DUE</u>
Midterm	20 %	OCT. 14
Article Analysis	15 %	OCT. 28
Ecological Systems Profile	25 %	DEC. 9
Reading Logs ( 3% x10)	30 %	Weekly
Participation	10 %	

A detailed explanation of assignments will be discussed in class.

### MANDATORY ASSIGNMENTS

ALL assignments must be submitted in order to complete this course.

### EVALUATION OF PARTICIPATION INCLUDES:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behavior toward others

### LATE POLICY:

The reading logs are to be submitted via D2L by 5:30pm on designated due dates. The remaining assignments for this course are to be submitted hard copy on the due date. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for assignments/projects if prior arrangements have not been made with the instructor.**

### ACADEMIC HONESTY GUIDELINES:

The School of Health and Human Services is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the section in the Student Handbook titled "Plagiarism: Definition and Consequences".

### ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Diploma Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

**GENERAL CONSIDERATIONS**

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. All assignments must be typed and double spaced, with a cover page that includes the course name, assignment title, your name and the date.

**GRADING SCALE**

A+	90 - 100%	B-	70 - 72%
A	85 - 89%	C+	65 - 69%
A-	80 - 84%	C	60 - 64%
B+	77 - 79%	D	50 - 59%
B	73 - 76%	F	0 - 49%

## SCHEDULE OF TOPICS and CLASS PREPARATION

\*This schedule is subject to change depending upon availability of resources and class needs.

There are 13 classes of 3 hour each class, 36 hours in total

Date	Topic	Preparation	Exams & Assignments
Sept 9	○ The Lifespan Perspective		
Sept 16	○ Basic Concepts and Methods	Bee, Ch. 1, p. 1 - 21	Reading log due night before via D2L
Sept 23	○ Library Research ○ Theories of Development	Bee, Ch. 2, p, 23 – 55	Reading log due night before via D2L
Sept 30	Prenatal Development	Bee, Ch. 3, p, 57 – 82	Reading log due night before via D2L
Oct 7	○ The Newborn and Birth	Bee, Ch. 3, p, 82 – 92	
Oct 14	○ Physical, Sensory and Perceptual Development in Infancy	Bee, Ch. 4, p, 94 – 120	Reading log due night before via D2L <b>Chapters 2 &amp; 3 midterm Value 20%</b>
Oct 21	○ Cognitive Development in Infancy	Bee, Ch. 5, p, 122 - 146	Reading log due night before via D2L
Oct 28	○ Social and Personality Development in Infancy	Bee, Ch. 6, p, 148 – 172	Reading log due night before via D2L <b>Article Analysis due Value 15%</b>
Nov 4	○ Physical and Cognitive Development in Early Childhood	Bee, Ch. 7, p, 174 – 205	Reading log due night before via D2L
Nov 11	○ Remembrance Day No class		
Nov 18	○ Social and Personality Development in Early Childhood	Bee, Ch. 8, p, 207 – 246	Reading log due night before via D2L
Nov 25	○ Physical and Cognitive Development in Middle Childhood	Bee, Ch. 9, p, 248 - 275	Reading log due night before via D2L
Dec 2	○ Social and Personality Development in Middle Childhood	Bee, Ch. 10, p, 277 – 302	Reading log due night before via D2L
Dec 9	○ Variations in Development in Children		<b>Ecological Systems Paper due Value 25%</b>
			<b>Overall course/class participation Value 10%</b>

## CFCS 120 Assignments F11

Instructor: Joan Astren

Email: [astrenj@camosun.bc.ca](mailto:astrenj@camosun.bc.ca)

**NOTE:** All assignments will be marked by the following criteria:

1. Writing skills (APA style, clear language, proper grammar, flow, formatting)
2. Thorough coverage (all questions answered, proper length, appropriate referencing)
3. Insight (depth of understanding, reflection of meaning, importance)

### Reading logs:

**Value:** 30% (10 reading logs of 3% each log= 30%)

**Length:** Two pages

**Font:** size 12

**Due:** The night prior to class. Please submit your reading logs using D2L. The reading logs will be marked either 1,2 or 3 for a possible total out of 3. The purpose of a reading log is to demonstrate that you have read the text and have recorded the important issues or contexts of the reading. You will need to state in your own words; the main points, what was important to you/ what aspects had meaning for you, what did you question and what statement or specific topic(s) are you curious to know more about and why.

### Assignment One: Article Analysis

**Value:** 15%

**Length:** 4 pages (1000 words) double spaced (plus cover page and reference page)

**Due:** October 28, 2011 (please submit a hard copy)

The purpose of this assignment is for students to understand how to read developmental research reports.

- Choose a research article from an academic journal on child development, available in the library.
- Read the article and answer the following questions:
  1. Who were the investigators and what was the aim or reason for the study?
  2. How did the investigators measure the topic of interest or how did they collect the information?
  3. Who were the children in the study?
  4. What were the results/conclusions of the study?
  5. How has this study informed your thinking about children?
- Provide a bibliographical reference for your article (APA style) and attach a copy of the article to your paper.

## **Assignment Two: Ecological Systems Profile of Development**

**Value:** 25%

**Length:** 5 -6 pages (1250 -1500 words), double spaced. (plus cover page and reference page)

**Due:** December 9 (please submit a hard copy)

1. Infancy and toddlerhood: up to 2 years  
(based on chapters 4, 5, 6)
  2. Early childhood: 2 – 6 years  
(based on chapters 7, 8)
  3. Middle childhood: 6 – 11 years  
(based on chapters 9, 10)
- Life cycle issues are best understood in terms of how they happen in people's lives – your own and others. This developmental profile assignment will allow you to reflect upon your own experience of life within the context of developmental theory.
  - You will be creating a “snapshot” of systems involved at various stages of development (using Bronfenbrenner's Bioecological Systems Theory). You may choose to use your own life to explore, or if you would prefer, you can base it on a child that you know.
  - Review the relevant chapters to consider developmental milestones and the impact of different systems on development.

***For each of the three ages of development, cover the following seven areas:***

1. **Person (*the individual context*):** Describe “normative development” for this developmental stage (“Bio-psycho-social makeup”). Include the major typical changes in the physical, cognitive, social, and personality domains
2. **Microsystem (*the immediate context of interactions with the individual*):** Describe the key people/elements that are typically influential within the Microsystem at this developmental stage.
3. **Mesosystem (*interconnected microsystems*):** Describe some of the relationships **between** aspects of the microsystem that might influence someone at this developmental stage.
4. **Exosystem (*the socio-economic context*):** Describe some of the institutions, community factors, structures, and economic variables that might influence someone at this developmental stage.
5. **Macrosystem (*the socio-cultural context*):** Describe some of the broader cultural beliefs, values, norms and ideologies that might affect someone at this developmental stage.
6. **Compare and contrast:**
  - a. How did your personal life experience at this stage (or that of someone else) compare to the norm? How was it the same or different from what the text describes as normative development? (the individual context)
  - b. What factors in your micro/meso/exo/macro systems had an influence on you (positively or negatively)? Why and how did these factors have an impact? How do you think that **you** had an impact on your surrounding systems?
  - c. Do you believe that you (or the person you are writing about) had successful resolution of this life stage, according to Erikson's model? Why or why not?

7. **Summary:** Conclude with a summary paragraph of what you have learned about development from the process of examining these stages. Include how it is the same or different from previous or later stages.