



CFCS 120 – X02 – LIFESPAN DEVELOPMENT

INSTRUCTOR: Ruth Lyall
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OFFICE: Ewing 272
OFFICE HOURS: by appointment
CLASS TIME: Thursdays, 1:30 – 4:20, Wilna Thomas 225
REQUIRED TEXT: Bee, H., Boyd, D., & Johnson, P. (2009). *Lifespan development: Fourth Canadian Edition*. Toronto: Pearson.

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.

EVALUATION

VALUES

DUE

PROFESSIONALISM	10%	
ARTICLE ANALYSIS	30%	NOV 3
RESEARCH PAPER	40%	NOV 24
MID & FINAL QUIZZES	20% (2 X 10%)	OCT 27 & DEC 8

MANDATORY ASSIGNMENTS

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

LATE POLICY

All assignments are to be submitted at the beginning of class on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **5% per day will be deducted for late assignments 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".

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.

DATE	TOPIC	PREPARATION
Sept 8	<ul style="list-style-type: none"> ○ Introductions and reviewing course syllabus. Welcome to CFCS 120! 	
Sept 15	<ul style="list-style-type: none"> ○ Basic Concepts and Methods ○ Guest: Jacquie Conway (3:00 – 4:20) ○ Learning Skills: Reading Texts & Time Management 	Bee, Ch. 1, p. 1 - 21
Sept 22	<ul style="list-style-type: none"> ○ Theories of Development ○ Library Research Workshop (3:20 – 4:20) 	Bee, Ch. 2, p, 22 – 55
Sept 29	<ul style="list-style-type: none"> ○ Prenatal Development ○ Guest: Carolyn Pahl (3:20 – 4:20) ○ Fetal Alcohol Spectrum Disorder (FASD) Keyworker, Victoria Native Friendship Centre (VNFC) 	Bee, Ch. 3, p, 56 – 82
Oct 6	<ul style="list-style-type: none"> ○ Birth and the Neonate 	Bee, Ch. 3, p, 82 – 92
Oct 13	<ul style="list-style-type: none"> ○ Physical, Sensory and Perceptual Development in Infancy: 	Bee, Ch. 4, p, 93 – 120
Oct 20	<ul style="list-style-type: none"> ○ Cognitive Development in Infancy ○ Guest: Danielle Smith (3:20 – 4:20) ○ Aboriginal Infant Development Program (AIDP) worker, VNFC 	Bee, Ch. 5, p, 121 – 146
Oct 27	<ul style="list-style-type: none"> ○ Social and Personality Development in Infancy 	Bee, Ch. 6, p. 147 – 172 Mid-Point Quiz (10%)
Nov 3	<ul style="list-style-type: none"> ○ Physical and Cognitive Development in Early Childhood ○ <i>Video: Our Children are Gifts, Echoes from our Ancestors</i> 	Bee, Ch. 7, p. 173 – 205 Article Analysis Due (30%)
Nov 10	<ul style="list-style-type: none"> ○ Social and Personality Development in Early Childhood: Family Relationships & Structure ○ Guest: Suzanne Jackson, (1:30 – 2:30) ○ Journeys of the Heart ○ Hulitan Social Services 	Bee, Ch. 8, p. 206 – 223

Nov 17	○ Social and Personality Development in Early Childhood: Peer Relationships & Self Concept	Bee, Ch. 8, p, 223 – 246
Nov 24	○ Physical and Cognitive Development in Middle Childhood	Bee, Ch. 9, p, 247 – 275 Research Paper Due (40%)
Dec 1	○ Social and Personality Development in Middle Childhood	Bee, Ch. 10, p, 276 – 302
Dec 8	○ Variations in Development in Children	Final Quiz (10%)

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Professionalism

Value: 10%

The following expectations make up 10% of your grade for this class:

- **Attendance** is a critical part of learning and a very important part of this course.
- **Being Prepared for Class** includes making sure that you have your readings done and you are ready to talk about and respond to them. This course outline is your guide to knowing what your readings are for each class, always consult this outline and be prepared for each class. Taking control of your education is an important part of student life and you will get out of this class as much as you put into it.
- **Active Listening** is an essential skill. You must be able to hear what people are saying so that you can gain their trust and respond to them in a respectful and appropriate manner.
- **Professionalism** includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; looking for clarification when you are not understanding something and generally communicating in a respectful way when you are having difficulty with myself as the instructor or the material in this course.

Mid-Point and Final Closed Book Quizzes

Value: 2 x 10% = 20%
Due: October 27 & December 8

Twice throughout the semester you will have a 10-question quiz. These questions will be drawn from the Before Going On section of the text. A handout will be provided in class to help you know what to study for.

Assignment One: Article Analysis

Value: 30%
Length: 3 pages (750 words) double spaced (and reference page)
Due: November 3 (please submit 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/authors? What do you know about their background?
 2. What was the aim or reason for the study?
 3. How did the investigators measure the topic of interest or how did they collect the information?
 4. Who were the children in the study?
 5. What were the results/conclusions of the study?
 6. 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: Research Paper

Value: 40%
Length: 5 - 6 pages (1250 – 1500 words), double spaced.
(plus reference page)
Due: November 24 (please submit hard copy)

You can choose to focus this research paper in ONE of the following areas:

1. Prenatal Development and Birth

- (based on chapter 3)
2. Infancy and toddlerhood: up to 2 years
(based on chapters 4, 5, 6)
 3. Early childhood: 2 – 6 years
(based on chapters 7, 8)
 4. Middle childhood: 6 – 11 years
(based on chapters 9, 10)

For example, choose to research prenatal development and care and the impacts of the use of alcohol on the fetus (the individual context). Another example may be to write about middle childhood and some of the challenges that may arise around sexual orientation. Next, write about ways that the surrounding environment may support this individual and the challenges by choosing to focus the paper in one of the following areas:

1. **Microsystem or FAMILY:** Describe the key people/elements that are typically influential within the Microsystem at this developmental stage.
2. **Mesosystem or COMMUNITY:** Describe some of the relationships *between* aspects of the microsystem that might influence someone at this developmental stage.
3. **Exosystem or NATION:** Describe some of the institutions, community factors, structures (i.e. policies), and economic variables that might influence someone at this developmental stage.

You are expected to draw upon the text as one source for this research paper, as well as 4 other sources.

NOTE: All written 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, saliency)
4. All assignments must be typed in 12 font Times New Roman and double spaced, with a title page that includes the course name, my name, assignment title, your name and the date.