

CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

CFCS 120
Lifespan Development 1
Fall 2016

COURSE OUTLINE

Description:

This course is an overview of major themes and theories of development from conception through middle childhood. Using a life course perspective, students will examine how relationships, common life transitions and cultural-historical factors influence the evolution of individual lives. Students will explore variations within multiple domains of development as a foundation for practice when supporting children and families.

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

Instructor: Martha McAlister
Office Location: WT 111A
Office Hours: As posted
Phone: 250-370-3245
Email: mcalisterm@camosun.ca

2. Intended Learning Outcomes

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

1. demonstrate knowledge of and describe the nature and impact of research in the area of human development
2. demonstrate knowledge of the developmental processes and influences during the prenatal period
3. describe the major developmental changes of the child from birth to middle childhood, through the lens of developmental domains
4. describe the reciprocal nature of ecological systems and their impact on early life development
5. describe variations in development within and among children

3. Required Materials

- Text: Boyd, D., Johnson, P. & Bee, H. (2015). *Lifespan development: Fifth Canadian Edition*. Toronto: Pearson Canada

4. Course Content and Schedule

This schedule is subject to change depending upon availability of resources.

Date	Topic	Preparation	Assignments
Week 1 Sept 7	○ CFCS program orientation		
Week 2 Sept 14	○ The Lifespan Perspective ○ Basic Concepts and Methods		
Week 3 Sept 21	○ Library Research ○ Theories of Development	Bee, Ch. 1, p. 1 - 21	Reading log 1 due night before class via D2L
Week 4 Sept 28	Prenatal Development	Bee, Ch. 2, p, 26 – 55	Reading log 2 due night before class via D2L
Week 5 Oct 5	○ The Newborn and Birth	Bee, Ch. 3, p, 61 – 91	Reading log 3 due night before class via D2L Chapters 2 & 3 in-class quiz Value 20%
Week 6 Oct 12	○ Physical, Sensory and Perceptual Development in Infancy	Bee, Ch. 4, p, 100 – 123	Reading log 4 due night before class via D2L
Week 7 Oct 19	○ (infancy continued)		Article Analysis due (night before class) Value 15%
Week 8 Oct 26	○ Cognitive Development in Infancy	Bee, Ch. 5, p, 129 - 149	Reading log 5 due night before class via D2L
Week 9 Nov 2	○ Social and Personality Development in Infancy	Bee, Ch. 6, p. 154 -175	Reading log 6 due night before class via D2L
Week 10 Nov 9	○ Physical and Cognitive Development in Early Childhood	Bee, Ch. 7, p. 181 –211	Reading log 7 due night before class via D2L
Week 11 Nov 16	○ Social and Personality Development in Early Childhood	Bee, Ch. 8, p, 217 –249	Reading log 8 due night before class via D2L
Week 12 Nov 23	○ Physical and Cognitive Development in Middle Childhood	Bee, Ch. 9, p, 258 - 283	Reading log 9 due night before class via D2L
Week 13 Nov 30	○ Social and Personality Development in Middle Childhood	Bee, Ch. 10, p, 288 - 309	Reading log 10 due night before class via D2L
Week 14 Dec 7	○ Variations in Development in Children		Systems Paper due (night before class) Value 25%

5. Basis of Student Assessment (Weighting)

COURSE ASSIGNMENTS	VALUES	DUE DATES
Quiz	20%	Oct. 5
Article Analysis	15%	Oct. 18
Systems Paper	25%	Dec. 6
Reading Logs (10x4%)	40%	weekly

- **ALL** assignments must be submitted in order to pass this course.
- This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, and co-operative learning.
- Please arrive at class on time and be prepared to participate in discussions and activities.
- Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

LATE POLICY

All assignments are to be submitted electronically to D2L by midnight on designated due dates. Any requests for an extension must be negotiated with the instructor **BEFORE** the due date. **Marks will be deducted (3% per day) for late assignments if prior arrangements have not been made with the instructor.** (NOTE: For passing quality work, marks will not be brought down below a 60% grade as a result of late marks)

INSTRUCTOR RESPONSE TIME

Your instructor will endeavour to respond to your emails or phone calls within 24 hours; however, you should **NOT** expect a response during weekends, evenings, or holidays. Therefore, you will need to plan accordingly if you need to communicate with your instructor.

CLASS ATTENDANCE AND PARTICIPATION IS REQUIRED AND INCLUDES:

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving at class on time, and regular attendance
- Active and respectful participation in class and on-line discussions and activities
- Active and respectful listening
- Respectful behavior toward classmates and instructor (including having mobile phones muted during classes)
- Awareness of own behavior and its effect on others

Assignments Details

(A more detailed explanation of assignments will be discussed in class)

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

- Writing skills (APA style, clear language, proper grammar, flow, formatting)
- Thorough coverage (all questions answered, proper length, appropriate referencing)
- Insight (analysis, depth of understanding, reflection of meaning, critical thinking, relevance)

Reading logs:

Value: 40% (10 reading logs x 4% each = 40%)

Length: Two pages (approximately 500 words)

Due: The night prior to class by midnight. Please submit your reading logs using D2L. Logs are to be based on the reading for that week and should be submitted to the D2L drop box. **NOTE: Reading logs must be in APA formatting which includes a cover page, in-text citation for the text book and a reference page.** The purpose of a reading log is to demonstrate that you have read the text and have a grasp of the key concepts. Your reading log should be about half a brief summary about key points from the text, and about half your own thoughts on what you have read.

1. You will need to state in your own words: the main points from the chapter (what stood out as most significant or meaningful for you). Please try to avoid using quotes. Because there is a lot of material in each chapter, you will need to choose a few most significant points (three suggested), not try to cover it all.
2. Then, consider your own thoughts on what you have read. This could include: what you question and why; what are you curious to know more about and why; how this information may be useful for you in your future work; compare and contrast to how what you have read relates to your own experience. This demonstrates that you are able to integrate and apply what you have read.

NOTE: The reading logs will be marked 1, 2 or 3 for a possible total out of 3. One mark will be assigned for sharing your learning in class during a small group discussion that focuses on what you learned and why is was significant.

Research Article Analysis Assignment

Value: 15% (13% for paper submitted, and 2% for in class discussion of paper)

Length: 750 to 1000 words plus cover page and reference page, APA formatted

Due: Oct 18 by midnight (NOTE: Attach/upload a copy of the article you read to D2L)

The purpose of the Research Article Analysis assignment is for students to understand how to read research reports on child development. Choose a research article on a topic you are interested in from an academic journal on child development, available through the library. It is recommended that the article you choose is no more than 10 pages in length and written within the past 10 years. Read the study and answer the following questions:

1. **Introductory paragraph:** What made you choose this article? Who were the investigators and what was the aim or reason for the study?
2. **Main body of paper paragraphs:** How did the investigators measure the topic of interest or how did they collect the information? Who were the children in the study? What were the results/conclusions of the study? Are there any drawbacks of this study that the researchers point out or that you see?
3. **Concluding paragraph:** How has this study informed your thinking about children?

Bioecological Systems Profile of Development

Value: 25% (23% for paper submitted, and 2% for in class discussion of paper)

Length: 2200 - 2400 words plus cover page and reference page, APA formatted

Due: Dec 6 by midnight

- 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 all stages of child development based on Bronfenbrenner’s Bioecological Systems model, page 50 – 51.
- First, summarize aspects of normative/typical development as described in the text using Bronfenbrenner’s model to organize your information. Review the relevant chapters to consider developmental milestones and the impact of different systems on development.
- Then, compare and contrast the information from the text with your own experience. 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.

Please use the following eight section outline for your Bioecological Systems Profile paper:

1. Cover page	
2. Introductory paragraph	
3. Infancy : (based on chapters 4, 5, 6)	<p>a) Individual context: <i>approximately one or two pages</i> Briefly describe key typical physical and cognitive changes during infancy, referring to the text.</p> <p>b) Immediate context: <i>approximately one paragraph</i> Briefly describe key typical influences from the micro and meso systems <u>according to the text</u> (such as: relationships and people) specific to this life stage. Why are they important? How do they have an influence?</p> <p>c) Socioeconomic context: <i>approximately one paragraph</i> Briefly describe key typical influences from the exo system <u>according to the text</u> (such as: community factors, economic variables, societal structures) specific to this life stage. Why are they important? How do they have an influence?</p> <p>d) Sociocultural context: <i>approximately one paragraph</i> Briefly describe key typical influences from the macro system <u>according to the text</u> (such as: dominant cultural beliefs and norms) specific to this life stage. Why are they important? How do they have an influence?</p> <p style="text-align: right;"><i>(continued next page...)</i></p>

4. Early childhood: (based on chapters 7, 8)	Repeat the instructions given above for the infancy stage, but now covering the early childhood stage. Include what's different/the same as the previous stage.
5. Middle childhood: (based on chapters 9, 10)	Repeat the instructions given above for the early childhood stage, but now covering the middle childhood stage. Include what's different/the same as the previous stage.
6. Compare and contrast	Compare and contrast what our textbook presents about child development to your personal knowledge (using yourself or someone you know). How is your personal story the same or different from normative development as described in the text? What micro, meso, exo and macro system factors influenced your development, and how?
7. Concluding paragraph	Summarize by reflecting on your overall learning about development from doing this assignment.
8. Reference page	

6. Grading System

- Standard Grading System (GPA)
 Competency Based Grading System

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.

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, through Student Services or on the College website at www.camosun.ca.

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Department of Community, Family & Child Studies 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 Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>