



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

**CFCS 121- X01**  
**Lifespan Development 2**  
**Winter 2017**

## **COURSE OUTLINE**

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### **Course Description**

Building on knowledge from Lifespan Development 1, this course takes the student beyond the developmental experience of childhood to explore theories and perspectives from adolescence to late adulthood. Using a life course perspective, students will continue to 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.

*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**

**Instructor:** Michelle Jaworsky  
**Office Hours:** TBA  
**Location:** TBA  
**Phone:** TBA  
**Email:** TBA

### **2. Intended Learning Outcomes**

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

1. Demonstrate an understanding of the major developmental phases from adolescence to late adulthood, through the lens of developmental domains
2. Describe the reciprocal nature of ecological systems and their impact on youth and adult development
3. Describe variations in development within and among youth and adults
4. Analyze changing perspectives in human development

### **3. Required Materials**

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

#### 4. Course Content and Schedule

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

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATION</b>
Jan 10	Introduction	
Jan 17	Review systems profiles Adolescence: Physical and cognitive	Read, Ch. 11
Jan 24	Adolescence: Social and personality	Read, Ch. 12
Jan 31	Sharing the learning: Adolescence	Adolescent Systems Profile <b>Due Feb 3</b>
Feb 7	Early Adulthood: Physical and cognitive	Read, Ch. 13
Feb 14	Early Adulthood: Social and personality READING BREAK: <b>NO CLASS</b>	Read, Ch. 14
Feb 21	Sharing the learning: Early adulthood	Early Adulthood Systems Profile <b>Due Feb 24</b>
Feb 28	Middle Adulthood: Physical & cognitive	Read, Ch. 15
Mar 7	Middle Adulthood: Social & personality	Read, Ch. 16
Mar 14	Sharing the learning: Middle adulthood	Middle Adulthood Systems Profile <b>Due Mar 16</b>
Mar 21	Late Adulthood: Physical and cognitive	Read, Ch. 17
Mar 28	Late Adulthood: Social and personality	Read, Ch. 18
Apr 4	Sharing the learning: Late adulthood	Late Adulthood Systems Profile <b>Due Apr 6</b>
Apr 11	Death and Dying Putting it all together	Read, Ch. 19

## Ecological Systems Development Profiles

Value: 22% each x 4

Length: Approximately 1400 – 1700 words each

### DIRECTIONS:

Life cycle issues are best understood in terms of how they happen in people's lives – your own and others. You will be creating an overview of systems involved at various stages of development. Using personal knowledge (either from your own life story or from someone you know), you will be applying the information presented in the text and in class to specific real life examples.

Review each chapter to consider developmental milestones and the impact of different systems on development. You will be writing four papers, one for each of the following life stages:

1. **Adolescence (approximately age 13 – 19)**  
Based on chapters 11 & 12; Erikson's Identity versus Role Confusion
2. **Early Adulthood (approximately age 20 – 39)**  
Based on chapters 13 & 14; Erikson's Intimacy versus Isolation
3. **Middle Adulthood (approximately age 40 – 64)**  
Based on chapters 15 & 16; Erikson's Generativity versus Stagnation
4. **Late Adulthood (approximately age 65 - Death)**  
Based on chapters 17 & 18; Erikson's Integrity versus Despair

Each of the four assignments should be approximately 1400 - 1700 words, in APA formatting, and structured to cover the following points (Please use headings to help structure your paper):

1. *(approximately 50 - 100 words)* Brief introduction to your paper
2. *(approximately 600 – 700 words)* Provide a summary of key points from the reading. Possible questions to answer: What stands out for you as most significant from these two chapters? Why are these points noteworthy? How is this life stage the same or different than the one before it? Do you have any critical analysis of these chapters?
3. *(approximately 700 - 800 words)* Please refer to Bronfenbrenner's Theory in Boyd, Bee, Johnson, p. 50-51. Choose a person that you know who from this life stage. (it could be yourself)
  - a. **The person (Individual context):** Describe this person's general biological/ physical/ cognitive/ temperamental qualities at this stage. In what way do you think these factors influenced this person's experience during this phase? How does this fit with developmental theory from our text?
  - b. **Micro/mesosystem:** Describe the people that had the most influence on this person during this phase. Why and how were they influential? How do you think this individual had an impact on the people around them? How does this fit with developmental theory from our text?
  - c. **Exosystem:** Describe the kinds of structural factors that had an influence on this person during this phase. What sorts of organizations/ services/ institutions/community structures/ programs/ policies/ laws etc. had an effect on this person? How and why were they significant? How did societal structures help to support this person? How did societal structures neglect to support this person? Did this person impact their environment at all?
  - d. **Macrosystem:** Describe the broader cultural and societal norms, values and beliefs that were an influence on this person's life and development during this time (could be dominant and/or sub-cultural expectations). In what way were these significant? How did societal beliefs/ values/ norms help to enhance the quality of life for this person? How did it detract from the quality of life?
  - e. **Chronosystem:** Describe any family, environmental, generational or historically significant events that occurred at some point in this person's life and may have had an ongoing impact on them during these years
4. *(approximately 100 - 150 words)* Summarize this paper and reflect on your overall learning about development from doing this assignment.

**Makeup Assignment for any missed class:**

**Due:** by midnight the day before the following class after the absence; please submit electronically.

You can choose to do this assignment if you want to avoid missing class participation marks. You need to have a minimum five minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.

**Letter Grade Descriptions**

- A+** Superior project, exceedingly well written. No grammatical or referencing errors. A high level of presentation of material. Understanding and depth of knowledge of topic/subject area demonstrated thoroughly and articulated extremely well. Exceptional achievement/exceptionally creative.
- A** Very well written. Good, clear, logical thought. Thorough understanding of topic/subject area. Content articulated thoroughly. Well referenced and presented.
- A-** Well written with a logical and clear progression of ideas. Solid understanding of topic/subject area. Logical development of project/theme. Few grammatical/referencing errors.
- B+** Overall understanding of the subject/topic area demonstrated. Few flaws in addressing topic and in technicalities of paper writing. Properly referenced.
- B** Overall understanding of the subject/ topic area demonstrated. Writing is adequate but may lack some of the creative, original flow of the above projects. Lacks support of ideas. Writing style and referencing not fully demonstrated.
- B-** Some gaps in understanding/demonstration of understanding of subject/topic area. Adequately articulated but may have errors in technicalities of paper writing. Needs some work on articulation and is vague in parts and lacking in specific details. Major flaws in answering or addressing topic. Unsupported statements, breaks in logical development. Flaws in grammar and referencing.
- C+** Partial understanding of subject matter. Not as complete as it could be. Much work is needed to tighten up development of project theme and to improve grammar/referencing/structure of the paper. Needs work on articulation and is vague in parts and lacking in specific details
- C** Incomplete understanding, incomplete articulation, lacking in detail and specifics. Major errors in content, style, and referencing.
- C-** Minimal understanding, vague and poorly written. No logical flow of thought or organization of material. Does not address question/topic. Poor grammar. Major flaws in referencing or absence of referencing.
- F** Fail, not acceptable for this level, plagiarism, or failure to follow instructions as given for the assignment.

**5. Basis of Student Assessment (Weighting)**

<b>ASSIGNMENTS</b>	<b>Value</b>
Adolescent Systems Profile	22%
Early Adult Systems Profile	22%
Middle Adult Systems Profile	22%
Late Adult Systems Profile	22%
Participation	12%

**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**

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.

**GENERAL CONSIDERATIONS**

1. **ALL** assignments must use APA formatting including cover page and reference page.
2. **ALL** assignments must be submitted in order to pass this course.
3. This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, and co-operative learning.
4. Please arrive at class on time and be prepared to participate in discussions and activities.
5. 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.

**6. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

**GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

**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, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

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, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/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>*