

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

CFCS 120
Lifespan Development 1
Fall 2018
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.

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: Michelle Jaworsky
Course: Wednesdays 2:30 – 5:20 WT 101
Office Location: F 314
Office Hours: Mondays 1:30-2:30
Phone: 250-370-3473
Email: jaworskym@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

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. 5	<ul style="list-style-type: none"> CFCS Program Orientation 		
Week 2 Sept. 12	<ul style="list-style-type: none"> The Lifespan Perspective Basic Concepts and Methods 		
Week 3 Sept. 19	<ul style="list-style-type: none"> Theories of Development 	Ch. 1, p. 1 - 21	Reading Log 1 due night before class via D2L
Week 4 Sept. 26	<ul style="list-style-type: none"> Prenatal Development 	Ch. 2, p. 26 - 55	Reading Log 2 due night before class via D2L
Week 5 Oct. 3	<ul style="list-style-type: none"> Chapters 2 & 3 Quiz The Newborn and Birth 	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. 10	<ul style="list-style-type: none"> Physical, Sensory and Perceptual Development in Infancy 	Ch. 4, p. 100 - 123	Reading Log 4 due night before Oct 9 via D2L
Week 7 Oct. 17	<ul style="list-style-type: none"> Cognitive Development in Infancy 	Ch. 5, p. 129 - 149	Reading Log 5 due night before class via D2L
Week 8 Oct. 24	<ul style="list-style-type: none"> Social and Personality Development in Infancy 	Ch. 6, p. 154 - 175	Reading Log 6 due night before class via D2L
Week 9 Oct. 31	<ul style="list-style-type: none"> Sharing the Learning 		Article Analysis due night before class (value 15%)
Week 10 Nov. 7	<ul style="list-style-type: none"> Physical and Cognitive Development in Early Childhood 	Ch. 7, p. 181 - 211	Reading Log 7 due night before class via D2L
Week 10 Nov. 14	<ul style="list-style-type: none"> Social and Personality Development in Early Childhood 	Ch. 8, p. 217 –249	Reading Log 8 due night before class via D2L

Week 12 Nov. 21	• Physical and Cognitive Development in Middle Childhood	Ch. 9, p. 258 - 283	Reading Log 9 due night before class via D2L
Week 13 Nov. 28	• Social and Personality Development in Middle Childhood	Ch. 10, p. 288 - 309	Reading Log 10 due night before class via D2L
Week 14 Dec. 5	• Variations in Development in Children		Systems Paper due night before class (value 25%)

Note: All assignments must be submitted in order to pass this course.

5. Basis of Student Assessment (Weighting)

COURSE ASSIGNMENTS	VALUES	DUE DATES
Quiz	15%	Oct. 3
Article Analysis	15%	Oct. 30
Systems Paper	25%	Dec. 4
Reading Logs (10 x 2.5%)	25%	Weekly
Pre- and In-Class Work	20%	Weekly

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are expected to contact the instructor if they are unable to attend classes. Class attendance and participation is required and includes:

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving to class on time, and regular attendance
- Respectful behaviour toward classmates and instructor
- Active and respectful listening, including putting away electronic devices (unless they are needed for learning) and ensuring cellphones are muted during classes
- Contributions to small group and large group discussions and presentations
- Effective and professional interpersonal communication skills

MAKEUP ASSIGNMENTS

Makeup assignments for missed classes are due midnight the day before the following class after the absence; please submit electronically. You can choose to do a makeup assignment if you want to avoid missing marks for in-class activities.

To complete a make-up assignment 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 250-500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.

LATE POLICY

Marks will be deducted (3% per day) for late assignments if prior arrangements have not been made with the instructor (e.g., *Letter of Accommodation*). Any requests for an extension must be negotiated with the instructor BEFORE the due date.

INSTRUCTOR RESPONSE TIME

Your instructor will endeavor to respond to your emails 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.

SUCCESSFUL COMPLETION OF THE COURSE

Students must complete and submit all assignments and learning activities to be eligible to pass the course.

**C is the minimum grade for successful completion of this course, with a GPA of C+ for completion of the CFCS diploma.*

ASSIGNMENT DETAILS

Written assignments must be submitted via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded. Students are responsible for keeping a copy of all assignments until a mark is received. Please use the Camosun Writing Centre and/or Camosun Library for resources in writing, formatting and referencing.

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: 25% (10 reading logs x 2.5% each = 25%)

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 textbook 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 as follows:

1. Summarize the main points from the chapter in your own words. As there is a lot of material in each chapter, only choose a few points that stood out to you as most significant or meaningful (three is suggested); do not try to cover it all.

2. Share some of your own thoughts on what you have on the material to demonstrate that you are able to integrate and apply what you have read. This may 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; or comparing and contrasting what you read to your own experience.

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. 30 by midnight

The purpose of this 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 researchers and what was the aim or reason for the study?
2. Main body of paper paragraphs: How did the researchers 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?

In addition to uploading your analysis to D2L, also upload a copy of the article you read and bring a hardcopy of the article to class the following day to submit.

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. 4 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: Approximately one or two pages Briefly describe key typical physical and cognitive changes during infancy, referring to the text.</p> <p>b) Immediate Context: Approximately one paragraph Briefly describe key typical influences from the micro and meso systems <u>according to the text</u> (e.g., relationships and people) specific to this life stage. Why are they important? How do they have an influence?</p> <p>c) Socioeconomic Context: Approximately one paragraph Briefly describe key typical influences from the exo system <u>according to the text</u> (e.g., 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: Approximately one paragraph Briefly describe key typical influences from the macro system <u>according to the text</u> (e.g., dominant cultural beliefs and norms) specific to this life stage. Why are they important? How do they have an influence?</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

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

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.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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.

STUDENT CONDUCT POLICY

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>