



## CAMOSUN COLLEGE

School of Health and Human Services (HHS)  
Department: Community, Family & Child Studies

### CFCS 120 Lifespan Development 1 Fall 2019

## COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs120>

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

- (a) **Instructor** Shezell-Rae Sam
- (b) **Office hours** Tuesdays 10:30-11:30/CHW Building
- (c) **Location** CHW 234
- (d) **Time & date** Tuesday 2:30PM - 5:20PM
- (e) **E-mail** [samS@camosun.bc.ca](mailto:samS@camosun.bc.ca)

### 2. Course Description & Intended Learning Outcomes

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.

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

- a) demonstrate knowledge of and describe the nature and impact of research in the area of human development.
- b) demonstrate knowledge of the developmental processes and influences during the prenatal period.
- c) describe the major developmental changes of the child from birth to middle childhood, through the lens of developmental domains.
- d) describe the reciprocal nature of ecological systems and their impact on early life development.
- e) describe variations in development within and among children.

### 3. Required Materials

- Text: Boyd, D., Johnson, P. & Bee, H. (2015). *Lifespan development: Sixth Canadian Edition*. Toronto: Pearson Canada
- D2L Accessible

#### 4. Course Content and Schedule

Date	Topic	Preparation	Assignments
Week 1 Sept 3	o <b>CFCS 120 orientation</b>		
Week 2 Sept 10	o The Lifespan Perspective o Basic Concepts and Methods	<b>Bee, Ch. 1, p. 1 - 21</b>	Reading log 1 due 2:30PM via d2L
Week 3 Sept 17	o Library Research o <b>2:30 to 3:50 in LLC 136, the Library Learning Lab.</b>	Bee, Ch. 2, p, 22 – 53	Reading log 2 due 2:30PM via d2L
Week 4 Sept 24	Prenatal Development	Bee, Ch. 3, p. 54-89	Reading log 3 due 2:30PM via d2L
<b>Week 5 Oct 1st</b>	o The Newborn and Birth		<b>Chapters 1- 3 quiz Value 20%</b>
Week 6 Oct 8th	o Physical, Sensory and Perceptual Development in Infancy	Bee, Ch. 4, p. 90-118	Reading log 4 due 2:30PM via d2L
<b>Week 7 Oct 15</b>	o (infancy continued)		<b>Article Analysis due night before 1159PM Value 15%</b>
Week 8 Oct 22	o Cognitive Development in Infancy	Bee, Ch. 5, p. 119-140	Reading log 5 due 2:30PM via d2L
Week 9 Oct 29	o Social and Personality Development in Infancy	Bee, Ch. 6, p. 141-165	Reading log 6 due 2:30PM via d2L
Week 10 Nov 5	o Physical and Cognitive Development in Early Childhood	Bee, Ch. 7, p.166-199	Reading log 7 due 2:30PM via d2L
Week 11 Nov 12	o Social and Personality Development in Early Childhood	Bee, Ch. 8, p. 200-238	Reading log 8 due 2:30PM via d2L
Week 12 Nov 19	o Physical and Cognitive Development in Middle Childhood	Bee, Ch. 9, p. 239-266	Reading log 9 due 2:30PM via d2L
Week 13 Nov 26	o Social and Personality Development in Middle Childhood	Bee, Ch. 10, p. 267-291	Reading log due 2:30PM via d2L
<b>Week 14 Dec 3</b>	o Variations in Development in Children		<b>Systems Paper due Night before 1159PM Value 25%</b>
			<b>Overall course/class participation Value 10%</b>

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

	<u>COURSE ASSIGNMENTS</u>	<u>VALUES</u>	<u>DUE DATES</u>
Quiz	20%		<b>Oct. 1</b>
Article Analysis	15%		<b>Oct. 14 11:59PM</b>
Systems Paper	25%		<b>Dec 2<sup>nd</sup></b>
Reading Logs (10x3%)	30%		<b>weekly (Every Tuesday 2:30PM)</b>
Participation	10%		

#### Assignment Details

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

**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)

### **LATE POLICY**

All assignments are to be submitted by midnight on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for late assignments (5%daily) if prior arrangements have not been made with the instructor.**

### **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

#### **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.

#### **Reading logs:**

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

**Length:** Two pages (approximately 500 words) plus title page and reference page

**Due: Tuesdays, by 2:30 PM .** Please submit your reading logs using D2L. The reading logs will be marked 1, 2 or 3 for a possible total out of 3. 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, 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 what you have read.

### **Research Article Analysis Assignment**

**Value:** 15%

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

**Due:** Oct 14 by midnight (NOTE: Attach a copy of the article you read)

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 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%

**Length:** 2200 – 2400 words (8–9 pages) plus cover page and reference page, APA formatted

**Due:** Dec 2nd by 11:59PM

- 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 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 format for your paper:**

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

4. <b>Early childhood:</b> (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. <b>Middle childhood:</b> (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. <b>Compare and contrast</b>	<b>Compare and contrast</b> what our textbook presents about child development to your personal knowledge (using yourself or someone you know). How your personal story is 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. <b>Concluding paragraph</b>	<b>Summarize</b> by reflecting on your overall learning about development from doing this assignment.
8. <b>Reference page</b>	

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

*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>

## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:  
<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

### 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 website.

## A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.