

CLASS SYLLABUS



COURSE TITLE: CFCS 120 – Lifespan Development 1
CLASS SECTION: BX01
TERM: F2021
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Michelle Jaworsky
EMAIL: JaworskyM@camosun.ca
OFFICE: CHW 312
HOURS: Tuesdays 11:30-12:30 or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

*I try to respond to email correspondence within 24 hours; however, please do **not** expect a response during weekends, evenings, or holidays.*

CALENDAR 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.

PREREQUISITE(S): **One of:** C+ in English 12; C+ in English First Peoples 12; C in ENGL 091 and ENGL 093; C in ENGL 092; C in ENGL 103; C in ENGL 142; C in ELD 092; C in ELD 097; C in ELD 103

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	2	14	28
Seminar			

Lab / Collaborative Learning
 Supervised Field Practice
 Workplace Integrated Learning
 Online

1	14	14
TOTAL HOURS		42

COURSE LEARNING OUTCOMES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

CFCS 120

https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller_id=290&Course=CFCS+120&frame=YES&t=permalink

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor:

WEEK	ACTIVITY or TOPIC	DUE PRIOR TO THE WEEK START
1	Orientation	
2	Introductions	
3	Basic Concepts & Methods	
4	Theories of Development	WCA #1
5	Bio-ecological Systems Model	WCA #2
6	Prenatal Development & Birth	
7	Birth & the Newborn	WCA #3
8	Cognitive Development in Infancy	
9	Social & Personality Development in Infancy	
10	Physical & Cognitive Development in Early Childhood	WCA #4

WEEK	ACTIVITY or TOPIC	DUE PRIOR TO THE WEEK START
11	Social & Personality Development in Early Childhood	
12	Physical & Cognitive Development in Middle Childhood	WCA #5
13	Social & Personality Development in Middle Childhood	
14	Variations in Child Development	Bio-ecological Systems Profile

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
WCA Assignments	50% (10% each)
Bio-ecological Systems Profile	30%
Discussion Posts	10%
In-Class Activities	10%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

All assignments and learning activities must be submitted within 24 hours of the last day of instruction and demonstrate knowledge and skill at a grade level of “C” or higher to pass this course.

Grading Criteria

All assignments will be marked by the following criteria:

1. Thorough coverage (all questions answered, proper length, appropriate referencing)
2. Insight (depth of understanding, reflection of meaning, importance)
3. Writing skills (APA style, clear language, proper grammar, flow, formatting)

Late Policy

Due dates are thoughtfully planned to provide a foundation to build on further course. Students who fall behind on assignment deadlines may hinder a strong context for subsequent course concepts. Late assignments will be deducted 3% per 24-hour period after the first five minutes of due time.

Students may arrange with the instructor for an extension of an assignment 48 hours before the due date. Verifying documentation will be required (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena). Those with a *Letter of Accommodation* from the Centre for

Accessible Learning (CAL) must have previously identified arrangements, as negotiated with the instructor at least 48 hours **before** due time. Extensions must be negotiated by email.

If an original submission does not achieve a mark of 60% or more, the student must re-submit to demonstrate knowledge and/or skill at a level of “C” or higher. Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission.

Participation

This course contains both on-campus and online components. Students are expected to participate in a variety of synchronous and asynchronous learning activities.

In-Class Activities

Students are expected to attend all face-to-face classes. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Repeated absence from class will be discussed with the student and may jeopardize course completion if more than 15% of class time is missed (equals two synchronous classes). Evaluation of synchronous class participation includes:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and assignments
- Contributing to small and large group discussions
- Effective interpersonal communication skills including active listening, respectful dialogue, and appropriate and constructive comments

When more than 15 minutes of class time is missed, students can request an in-lieu of activities for “In-Class Activities” marks and to ensure they experience the same content and outcomes as their attending peers. Missed class content activities can be completed at any point in the course for students’ own learning. However, they must be correctly completed and submitted before the start of the following class to count for marks.

Online Activities

Each week’s synchronous class time is complimented by an asynchronous online module. Modules contain learning activities such as games, videos, self-reflections, peer-to-peer discussions, and written assignments. Students are expected to work through each week’s activities prior to the following synchronous class time. Evaluation of asynchronous discussion participation includes:

- Completion of asynchronous activities prior to the start of the following synchronous class
- Timely and effective responses to peers’ discussion posts (e.g., build a focused argument around a specific issue, ask a new related question, or offer an alternative perspective supported by personal experience or related research)
- Display an understanding of the topic and underlying concepts, including correct use of terminology
- Effective interpersonal communication skills including clear written communication, respectful dialogue, and appropriate and constructive comments

WCA Assignments

Some of the modules will require submission of a written assignment to a designated D2L Assignments folder. These assignments are referred to in the schedule as WCA (Weekly Content Application) assignments, as they call on you to apply your understanding of the week’s content. For these assignments, please use the following modified APA format:

- Use an APA-approved font and single-space your work
- List the title of the pre-class assignment at the top of the page centered and bold
- Number and write out each question in bold and flushed to the left
- Provide your answer underneath the question in full sentences underneath, as follows:

WCA #1
<p>1. What is the full APA reference for the article you selected?</p> <p>The full APA reference is as follows:</p>

Title pages are not required, but in-text citations and references should be formatted in APA-style. WCA assignments must be submitted electronically in Word or PDF format. OpenOffice users can “save as” Microsoft Word (.doc/x) before posting electronically.

Bio-ecological Systems Profile

For the final assignment in the course, you will be given the opportunity to reflect on your own childhood experiences within the context of developmental theory. You will create “snapshot” of bio-ecological systems involved in a child’s development by comparing and contrasting the information from the text with a lived experience (i.e., what individual, micro-, meso-, exo-, macro-, and chronosystem factors influenced middle childhood development, and how?). 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 Bio-ecological Systems Profile paper:

1. Title Page	
2. Introduction	
3. Individual System	<p>Compare and contrast what the textbook says about individual factors in child development to your personal knowledge. For instance, explain how your personal profile or that of someone you know the same or different from the development described in the text:</p> <ul style="list-style-type: none"> • 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?

4. Microsystem	Repeat the instructions given above for the individual system, but now reflect on the microsystem.
5. Exosystem	Repeat the instructions given above for the individual system, but now reflect on the exosystem.
6. Macrosystem	Repeat the instructions given above for the individual system, but now reflect on the macrosystem.
7. Chronosystem	Repeat the instructions given above for the individual system, but now reflect on the chronosystem.
8. Conclusion	Summarize and reflect on what you learned by completing this assignment.
9. References	

The paper should be formatted in APA 7 style (e.g., title page, levelled headings, double-spacing, and reference page) and submit it to the designed Assignments folder before the due date.

SCHOOL OR DEPARTMENTAL INFORMATION

Policies and expectations unique to HHS (Health and Human Service) students are outlined in the following handbook: <https://legacy.camosun.ca/learn/school/health-human-services/student-info/>. In some cases they duplicate those of the college and the clinical environment and are repeated here in order to emphasize their importance.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop

Support Service	Website
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.