

“Let me tell you the secret that led me to my goal. My strength lies solely in my tenacity.”
Loius Pasteur

**Grande Prairie Regional College
Disability and Community Support**

HS 2440 LIFE SPAN STUDIES

COURSE OUTLINE

WINTER 2005	January 5 – April 13, 2005
CREDITS:	3 (45 hours)
CLASS TIMES:	Wednesdays & Fridays 10:00 a.m. – 11:20 a.m.
LOCATION:	A201
INSTRUCTOR:	Dolly McArthur, M. Ed.
OFFICE:	H204
PHONE:	539-2787
EMAIL:	dmcarthur@gprc.ab.ca
OFFICE HOURS:	Tuesdays & Thursdays 1:00 p.m. – 3:30 p.m.

COURSE DESCRIPTION

The purpose of this course is to familiarize the student with human development across the life span. Major theories of development will be presented with emphasis on the sequence of psychological and social growth. Developmental changes that occur in the physical, emotional, cognitive and social areas will be examined. The course will explore the adaptations that human service professionals must make in order to accommodate the changing developmental needs of the people they assist.

REQUIRED TEXT

McDevitt, T.M. & Ormrod, J. E. (2002). Child Development and Education. Columbus, OH. Prentice Hall.

OPTIONAL TEXT

McDevitt, T.M. & Ormrod, J. E. (2002). Study guide to accompany. Child Development and Education. Columbus, OH. Prentice Hall.

OPTIONAL MATERIAL

HS 2440 Lifespan Studies Resource Pack (slides and notes)

RESERVED READINGS

Two copies of the following chapters will be placed on reserve in the College library. Chapters 13, 14, 15, 16, 17, & 18 from Papalia, D.E. Olds, S. W. & Feldman, R. D. (2001). Human Development (8th. ed.). New York: McGraw-Hill.

CLASS FORMAT

Classes will consist of lectures, discussions, small group work, presentations, case studies and videos.

ESSENTIAL QUESTIONS

To demonstrate an understanding that is enduring, learners will uncover the answers to the following essential questions:

1. How would you describe patterns of development?
2. What theories are used to explain development?
3. What methods are used to study development?
4. What are some possible causes or sources of developmental change and reasons for disturbances in the developmental process?
5. How can you apply research to the “real world” beyond developmental psychology (how to provide support for people)?

ASSIGNMENT AND COURSE EVALUATION

Annotated Bibliography	15%	Due: February 18
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An annotation is a brief paragraph of information that describes and/or evaluates a book, journal article or on-line resource.

The reading you do to complete the requirements of annotated bibliography assignment should give you a broad understanding of your topic. You will use some of these resources as you complete your poster and hand-out, and to write your research paper.

Specific instructions and requirements will be handed out in class.

Poster Presentation	15%	Due: March 9 & March 11
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A poster presentation is a strategy for presenting information about a wide variety of topics in a relatively short time. It is similar to a Science Fair in that each person is given space to display the important aspects of his or her topic and “mans” the display in order to explain the topic and answer questions about it.

One goal of the poster presentation is to provide essential information in an interesting and accessible way to your instructor and colleagues.

A second goal is to help you integrate the information you have gathered as you completed your annotated bibliography.

Specific instructions and requirements will be handed out in class.

Research Paper	25%	Due: March 23
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The research paper is an opportunity for students to explore the wide variety of perspectives and major theories of development and how they influence teaching and learning in the school age child.

Specific instructions and requirements will be handed out in class.

Exams	40%	DATES
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Test # 1	10%	January 28
Test # 2	10%	February 28
Test # 3	10%	March 30
Test # 4	10%	April 13

Tests may include multiple choice, matching, true/false, short answer and long answer questions.

Participation	5%
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Evaluation of participation will be based on a variety of indicators including attendance, preparation for classes, contribution to in-class group work, contribution to class discussions, etc.

GRADING POLICIES

Final grades will be assigned using a **LETTER GRADING** system with a **FOUR-POINT SCALE** of numerical equivalents for calculating grade point averages.

Descriptor	Letter Grade	Point	Raw Score
Excellent	A+	4.0	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	76-79
	B	3.0	73-75
	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
	C	2.0	64-66
	C-	1.7	60-63
Poor	D+	1.3	55-59
Minimal Pass	D	1.0	50-54
Failure	F	0.0	0-49

RIGHT, RESPONSIBILITIES AND PROFESSIONALISM

Student Conduct

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 39 to 43 of the 2004-05 College calendar.

Attendance

Studies have found a correlation between attendance and final grades; therefore, students will have the opportunity to earn marks for attending/participating. Students will be responsible for content covered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class

participation, students should read the assigned chapters and articles before coming to class on the dates indicated on the class schedule.

Late Assignment Policy

Assignments must be received by 4:00 p.m. **ON** or **BEFORE** the day which they are due. **Late** assignments will be **penalized** at the rate of **5% (raw score) per day**.

TENTATIVE CLASS SCHEDULE

Date	Topic	Reading	Test/Assignment
Jan. 5	Introductions; review course outline, expectations The study of human development		
Jan. 7	Making a difference in the lives of infants, children and adolescents	McDevitt Ch. 1	
Jan. 12	Methods of inquiry in child development	McDevitt Ch. 2	
Jan. 14	Physical development	McDevitt Ch. 3	
Jan. 19	Cognitive development 1: Piaget and Vygotsky	McDevitt Ch. 4	
Jan. 21	Library Orientation		
Jan. 26	Cognitive development 2: cognitive processes	McDevitt Ch. 5	
Jan. 28	Exam # 1		Exam – Ch. 1-5 (McDevitt)
Feb. 2	Intelligence	McDevitt Ch. 6	
Feb. 9	Language development	McDevitt Ch. 7	
Feb. 11	Development of literacy: reading and writing	McDevitt Ch. 8	
Feb. 16	Personal and emotional development	McDevitt Ch. 9	
Feb. 18	Social understanding and moral development	McDevitt Ch. 10	Annotated Bibliography
Feb. 21-25	No Classes – Winter Break		
Mon. Feb. 28 A212	Exam # 2		Exam – Ch. 6-10 (McDevitt)
Mar. 2	Development of motivation and self-regulation	McDevitt Ch. 11	
Mar. 9			Poster Presentations
Mar. 11			Poster Presentations
Mon. Mar. 14 A212	Families	McDevitt Ch. 12	
Mar. 16	Interpersonal relationships	McDevitt Ch. 13	

Date	Topic	Reading	Test/Assignment
Mar. 23	Growing up in context	McDevitt Ch. 14	Research Paper
Mar. 25	No Class – Good Friday		
Mar. 30	Exam # 3		Exam – Ch. 11-14 (McDevitt)
Apr. 1	Physical, cognitive and psychosocial development in young adulthood	Papalia Ch. 13 & 14	
Apr. 6	Physical, cognitive and psychosocial development in middle adulthood	Papalia Ch. 15 & 16	
Apr. 8	Physical, cognitive and psychosocial development in late adulthood	Papalia Ch. 17 & 18	
Apr. 13	Exam # 4		Exam – Ch. 13-18 (Papalia)