

“Every fight is one between different angles of vision, illuminating the same truth.”
Mahatma Gandhi

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

RP2440 LIFE SPAN STUDIES

COURSE OUTLINE

WINTER 2004	January 8 – April 15, 2004
CREDITS:	3 (45 hours)
CLASS TIMES:	Thursday 6:00 p.m.– 8:50 p.m.
LOCATION:	H211
INSTRUCTOR:	Dolly McArthur, M. Ed.
OFFICE:	H204
PHONE:	539-2787
EMAIL:	dmcarthur@gprc.ab.ca
OFFICE HOURS:	Monday and Wednesday 10:00 a.m. to 11:30 a.m. Thursday 3:00 p.m. to 5:00 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 READINGS

Two copies of the following chapters will be placed on reserve in the College library.

Chapters 4, 5, 6, 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.

COURSE OBJECTIVES

1. Describe patterns of development
2. Use theories to explain development
3. Understand methods used to study development
4. Recognize some possible causes or sources of developmental change and reasons for disturbances in the developmental process
5. Apply research to the “real world” beyond developmental psychology (how to provide support for people)

ASSIGNMENT AND COURSE EVALUATION

Annotated Bibliography	10%	Due: February 26
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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	10%	Due: April 1
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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 student teacher assistant colleagues.

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

Specific instructions and requirements will be handed out in class.

Research Paper	20%	Due: April 1
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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.

Tests	50%	
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Test # 1	10%	January 22
Test # 2	15%	March 4
Test # 3	15%	March 25
Test # 4	10%	April 15

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

Participation	10%	
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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 38 to 42 of the 2003-04 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**.

RP2440 TENTATIVE CLASS SCHEDULE

Date	Topic	Reading	Test/Assignment Date
Jan. 8	Introductions; review course outline, expectations The study of human development Physical development during the first three years	Papalia Ch. 4	
Jan. 15	Cognitive Development during the first three years Psychosocial development during the first three years	Papalia Ch. 5 Papalia Ch. 6	
Jan. 22	Test # 1 Making a difference in the lives of children and adolescents	McDevitt Ch. 1	Test – Ch. 4, 5 and 6. (Papalia)
Jan. 29	No Class – Begin research for annotated bibliography and research paper		
Feb. 5	Developmental research with children and adolescents Physical development	McDevitt Ch. 2 McDevitt Ch. 3	
Feb. 12	Cognitive development 1: Piaget and Vygotsky Cognitive development 2: Cognitive processes	McDevitt Ch. 4 McDevitt Ch. 5	
Feb. 19	No Class – Winter Break		
Feb. 26	Intelligence Personal and Emotional Development	McDevitt Ch. 6 McDevitt Ch. 9	Annotated Bibliography
Mar. 4	Test # 2 Social Understanding and Moral Development	McDevitt Ch. 10	Test – Ch. 1, 2, 3, 4, 5, & 6 (McDevitt)
Mar. 11	Development of motivation and self-regulation Families	McDevitt Ch. 11 McDevitt Ch. 12	

Date	Topic	Reading	Test/Assignment Date
Mar. 18	Interpersonal Relationships Growing up in context	McDevitt Ch. 13 McDevitt Ch. 14	
Mar. 25	Test # 3 Physical, cognitive and psychosocial development in young adulthood	Papalia Ch. 13 & 14	Test – Ch. 9, 10, 11, 12, 13 & 14 (McDevitt)
Apr. 1	Poster Presentation Physical, cognitive and psychosocial development in middle adulthood	Papalia Ch. 13 & 14	Poster Presentation Research Paper
Apr. 8	Physical, cognitive and psychosocial development in late adulthood	Papalia Ch. 17 & 18	
Apr. 15	Test # 4		Test – Ch. 13, 14, 15, 16, 17 & 18 (Papalia)