

**GRANDE PRAIRIE REGIONAL COLLEGE
HUMAN SERVICES DEPARTMENT**

HS 2440 – LIFE SPAN STUDIES

Winter 2010	January 6 to April 14, 2010
Credits:	3 (45 hours)
Class Times:	Monday and Wednesday 1:00 p.m. to 2:20 p.m.
Location:	C316
Instructor:	Andrea Wilkinson
Instructor's Office:	E401 - 17
Office Hours:	Mondays and Wednesday 8:30 a.m. – 9:30 a.m. Other than office hours feel free to make an appointment, drop by the office, email me, or call me at the office.
Phone:	Office: 780 539 – 2708 or Cell: 780 512-5207
Email:	awilkinson@gprc.ab.ca

COURSE DESCRIPTION

The purpose of this course is to familiarize the student with human development across the life span, highlighting the school years. 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. Ed. 3. Columbus, OH: Prentice Hall.

ADDITIONAL COSTS

Costs will be incurred by the student for attending the Teacher Assistant conference (student rate is typically given).

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)?

ASSIGNMENTS AND COURSE EVALUATION

Poster Presentation	20%	Due: March 17
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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 research paper.

Specific instructions and requirements will be handed out in class.

Research Paper	25%	Due: April 7
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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	55%	DATES
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Test # 1	(Ch. 1, 2, 4, 5 & 6)	20%	February 17, 2010
Test # 2	(Ch. 7, 8 &10)	15%	March 22, 2010
Test # 3	(Ch. 11, 12, 13 &14)	20%	April 14, 2010

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

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
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0.0

STUDENT SUPPORT

The Learning Center is available to assist students with written assignments. The center is located in room F215 and the contact number is 539-2957. If you have difficulty understanding a particular concept or have any other concerns regarding the course, please do not hesitate to discuss this as soon as possible with the instructor.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the College calendar. Please refer to the College policy on Plagiarism and Cheating (pages 48 and 49).

ATTENDANCE

Studies have found a correlation between attendance and final grades. Student 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 chapter and articles before coming to class on the dates indicated on the class schedule.

ASSIGNMENT REQUIREMENTS

1. Students are responsible to submit assignments **ON** or **BEFORE** the date they are due. Assignments will be considered late if not **initialed and dated** by the admin for Human Services by 4:30 p.m. on the due date. Late assignments will be penalized at a rate of 10% per week beginning on the 1st day after the due date.

Due to limited class time, the Poster Presentation must be done on the assigned day. A grade of 0 will be given if not completed on the assigned date.

2. Unless stated otherwise, assignments must be typed, double-spaced and have at least one inch margins on sides, top and bottom to permit instructor comments. They must be printed on only one side of the page. Spelling and grammar will be considered in grading. APA formats must be used. (Please see rubrics)

With the exception of assignments completed in class, all assignments must have a cover page indicating:

- student name
- course name, and number
- assignment name
- instructor's name
- assignment due date
- and date assignment submitted if different from the due date

You are advised to keep either a hard copy or an electronic copy of everything you submit. It is also recommended that you back up your electronic copies as you are working on assignments.

CELL PHONES AND ELECTRONIC EQUIPMENT

Cell phones and other electronics are to be turned off during class. Cell phones and other electronics are not to be brought into exams.

LEARNING ENVIRONMENT

The classroom learning environment is created by joint effort between students and the instructor. If we work together, we can make classes more enjoyable and productive.

- Stay on topic.
- Avoid personal and private conversations.
- Ask for clarification whenever you need it.
- Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.
- Come prepared for class. Having your readings completed and assignments done on time will help with the understanding of topics discussed and assist you in knowing what questions to ask and/or prepare you to participate in class discussions.

TENTATIVE CLASS SCHEDULE

Date	Topic	Reading	Test/Assignment
Jan. 6	Introduction, review course outline, expectations The study of human development		
Jan. 11	Making a Difference in the Lives of Children and Adolescents	Ch. 1	
Jan. 13	Using Research to Understand Children and Adolescents	Ch. 2	
Jan. 18	No Class – rescheduled		
Jan. 20	No Class - rescheduled		
Jan. 25 & Jan. 28	Physical Development	Ch. 4	
Feb 2 & Feb. 4	Family, Culture, and Community	Ch. 5	
Feb. 9 & Feb. 11	Cognitive Development: Piaget and Vygotsky	Ch. 6	
Feb. 15	No Class – Family Day		
Feb. 17	Exam #1 – Chapters 1, 2, 4, 5 & 6		Exam # 1
Feb. 22 & Feb. 24	Cognitive Development: Cognitive Processes	Ch. 7	
Mar. 1 & Mar. 3	Intelligence	Ch. 8	
Mar. 8 & 10	No Classes – Winter Break		
Mar. 15	Development in the Content Domains	Ch. 10	
Mar. 17	Poster Presentations		Poster Presentations Due
Mar. 22	Exam # 2 – Chapters 7, 8 & 10		Exam # 2
Mar. 24	Emotional Development	Ch. 11	
Mar. 29	Development of Self and Social Understanding	Ch. 12	Research Paper Due April 7
April 5 & 7	Development of Motivation and Self-Regulation	Ch. 13	
April 12	Peers, School and Society	Ch. 14	
April 14	Exam # 3 – Chapters 11, 12, 13 & 14		Exam # 3

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.