

**GRANDE PRAIRIE REGIONAL COLLEGE
HUMAN SERVICES DEPARTMENT**

HS 2440 – LIFE SPAN STUDIES

Winter 2007 January 4, 2007 to April 13, 2007

Tuesdays and Thursdays 8:30 – 9:50
Room B201

Instructor: Theresa Suderman, B.A.

Instructor's Office: H204

Office Hours: Tuesdays & Thursdays 10:00 – 12:00
Other than office hours feel free to make an appointment, drop by the office, email me, or call me at the office.

Phone: Office: 539 - 2041

Email: tsuderman@gprc.ab.ca

Credits: 3 (45 hours)

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. 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.

BLACKBOARD

Course notes and other readings will be posted on blackboard. It is your responsibility to bring these notes to class.

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

Poster Presentation	15%	Due: March 8, 2007
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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 22, 2007
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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	20%	February 13, 2007
Test # 2	15%	March 13, 2007
Test # 3	20%	April 12, 2007

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
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. 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 44 and 45).

Assignment Requirements

1. Students are responsible to submit assignments **ON** or **BEFORE** the date they are due. Late assignments will be penalized at a rate of 2% per day. For instance, an assignment graded at 75% would be credited 73% after one day late, 71% after two days, etc. (on discretion of instructor).

2. Unless stated otherwise, assignments must be typed, double -spaced and have at least an 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.

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.

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. 5	Introductions; review course outline, expectations The study of human development		
Jan. 10	Making a difference in the lives of infants, children and adolescents	Ch. 1	
Jan. 12 & 17	Methods of inquiry	Ch. 2	
Jan. 19 & 24	Physical development	Ch. 3	
Jan. 26 & 31	Cognitive Development – Piaget and Vygotsky	Ch. 4	
Feb. 2 & 7	Cognitive development – cognitive processes	Ch. 5	
Feb. 9	Exam # 1 – Chapters 1- 5		Exam # 1
Feb. 14 & 16	Intelligence	Ch. 6	
Feb. 20 - 24	Winter Break – No Classes		
Feb. 28	Language development	Ch. 7	
Mar. 2	Development of literacy	Ch. 8	
Mar. 7	Poster presentations		Poster Presentations
Mar. 9	Personal and emotional development	Ch. 9	
Mar. 14	Exam # 2 – Chapters 6 - 9		Exam # 2
Mar. 16	Social understanding and moral development	Ch. 10	
Mar. 21 & 23	Development of motivation and self-regulation	Ch. 11	Research Paper Due – March 21
Mar. 28 & 30	Families	Ch. 12	
Apr. 4 & 6	Interpersonal relationships	Ch. 13	
Apr. 11	Growing up in context	Ch. 14	

Apr. 13	Exam # 3 – Chapters 10 - 14		Exam # 3