

**GRANDE PRAIRIE REGIONAL COLLEGE  
HUMAN SERVICES DEPARTMENT  
HS 2440 – LIFE SPAN STUDIES**

**Winter 2008**            January 3, 2008 to April 11, 2008

Tuesdays and Thursdays 01:00 – 02:20  
**Room: Portable E**

**\*Note: There will no class on March 6, 2008.**

**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](mailto: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.

## **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

<b>Poster Presentation</b>	<b>15%</b>	<b>Due: March 11, 2008</b>
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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.

<b>Research Paper</b>	<b>25%</b>	<b>Due: March 27, 2008</b>
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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.

<b>Exams</b>	<b>55%</b>	<b>DATES</b>
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Test # 1	20%	February 12, 2008
Test # 2	15%	March 13, 2008
Test # 3	20%	April 10, 2008

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

<b>Participation</b>	<b>5%</b>
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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.

*I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles.*

*- Christopher Reeve*



**TENTATIVE CLASS SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Test/Assignment</b>
Jan. 1	Introductions; review course outline, expectations The study of human development		
Jan. 3	Making a difference in the lives of infants, children and adolescents	Ch. 1	
Jan. 8 & 10	Methods of inquiry	Ch. 2	
Jan. 15 & 17	Physical development	Ch. 3	
Jan. 22 & 24	Cognitive Development – Piaget and Vygotsky	Ch. 4	
Jan 29 & 31.	Cognitive development – cognitive processes	Ch. 5	
Feb. 5 & 7	Cognitive Development	Ch. 5	
<b>Feb. 12</b>	<b>Exam # 1 – Chapters 1- 4</b>		<b>Exam # 1</b>
<b>Feb. 18 - 22</b>	<b>Winter Break – No Classes</b>		
Feb. 26 & 28	Intelligence	Ch. 6	
Mar. 4	Intelligence	Ch. 6	
<b>Mar. 6</b>	<b>No Class – TA Conference</b>		
<b>Mar. 11 &amp; 13</b>	<b>Poster presentations</b>		<b>Poster Presentations</b>
<b>Mar. 14</b>	<b>Exam # 2 – Chapters 5, 6</b>		<b>Exam # 2</b>
Mar. 18 & 20	Personal and emotional development	Ch. 9	
Mar. 25 & 27	Social understanding and moral development	Ch. 10	<b>Research Paper Due – March 27</b>
Apr. 1 & 3	Development of motivation and self-regulation	Ch. 11	
Apr. 8	Families & Interpersonal relationships	Ch. 12	
Apr. 10	Exam # 3 – Chapters 10 - 14		<b>Exam # 3</b>

