



Columbia College
Human Growth and Development across the Life-Span (PSYC107)

Lecture 1

Course Outline

Semester Dates: October 09, 2017 to November 12, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Eugene (Evegeny) Shabash, *MSW, RSW* Email: evgenys@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.) Room: 803-301

Credit: 3 Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Course Description:

This course provides a survey of human development across the life span. Course content includes an overview of physical, intellectual, personality and social development from birth to late adulthood. Focus is placed on terminology, principles, and theories related to genetic and environmental influences on growth and development.

Course Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

1. Explain how heredity and environment interact in the development of human characteristics.
2. Gain knowledge of developmental principles, theories, and concepts related to human thinking, behaviour, emotion, and personality and apply to a variety of situations.
3. Explain how language is developed from birth onwards.
4. Describe the physical changes that occur in humans from conception to the end of adulthood.
5. Analyze your own stage in the developmental process.

Program Learning Outcomes

1. Students will start to learn about various facets of diversity and inclusion, and start to appreciate the values of diversity and inclusion in human services profession.
2. Students will be introduced to the meanings and importance of understanding the needs of vulnerable populations such as women, children youth and elderly.

General College Learning Outcomes

1. Students will be able to advance their technological skills through their assignments using appropriate technology.
2. Students will be able to learn, advance written communication skills through reflective summaries and term paper.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Ateah, C.A., Kail, R. V., & Cavanaugh, J.C. (2014). Human Development: A Life Span View, 3rd Edition. Toronto, ON: Nelson Education.

Haig, J., MacMillan, V., & Raikes, G. (2017). Cites & Sources; an APA document guide (5th ed.). Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources:

Students may access the Book Companion Website which contains online study and research tools, including tutorial quizzes, Internet exercises, flashcards, and web links. Go to <http://www.humandevlopment2e.nelson.com>.

Included with your text is a free 4-month subscription to InfoTrac which contains articles, journals, daily newspapers, help with research papers, etc.

Homework Assignment Due for the First Class:

- Read the Introduction in the text, as well as, Chapters 2, 3 and 4.
- As a result of your reading assignment, write down at least 3 questions that you would find beneficial to discuss with others in class.
- Prepare to write a multiple choice/fill in the blank type quiz based on your homework readings.
- Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests; at the start of class	Class 1 through 8	20%
Daily Summaries; at the end of class	Class 1 through 8	10%
Assignment: Resource Spreadsheets	Class 5	20%
Assignment: Term Paper	Class 7	20%
Final Exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Foundations: Chapter 1 – The Study of Human Development • Chapter 2 – Foundations of Human Development 	<ul style="list-style-type: none"> • Introduction • Chapter 1 • Chapter 2
2	<ul style="list-style-type: none"> • Infancy: Chapter 3 – Physical & Cognitive Development • Chapter 4 – Socio-emotional Development 	<ul style="list-style-type: none"> • Chapter 3 • Chapter 4
3	<ul style="list-style-type: none"> • Early Childhood: Chapter 5 – Physical & Cognitive Development • Chapter 6 – Socio-emotional Development 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 6
4	<ul style="list-style-type: none"> • Middle Childhood: Chapter 7 – Physical & Cognitive Development • Chapter 8 – Socio-emotional Development 	<ul style="list-style-type: none"> • Chapter 7 • Chapter 8
5	<ul style="list-style-type: none"> • Adolescence: Chapter 9 – Physical & Cognitive Development • Chapter 10 – Socio-emotional Development 	<ul style="list-style-type: none"> • Chapter 9 • Chapter 10 • Resource Spreadsheet Due
6	<ul style="list-style-type: none"> • Young & Middle Adulthood: Chapter 11 – Physical & Cognitive Development • Chapter 12 – Forming Relationships 	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12
7	<ul style="list-style-type: none"> • Chapter 13 – Occupational & Lifestyle Issues in Young and Middle Adulthood • Chapter 14 – Unique Challenges of Middle Adulthood 	<ul style="list-style-type: none"> • Chapter 13 • Chapter 14 • Term Paper Due
8	<ul style="list-style-type: none"> • Late Adulthood: Chapter 15 - Personal Context of Later Life • Chapter 16 – Social Aspects of Later Life 	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16
9	<ul style="list-style-type: none"> • The Final Passage: Chapter 17 – Dying and Bereavement 	<ul style="list-style-type: none"> • Chapter 17
10	Final Exam – 3 hrs.	

Appendix 1 Assignment Outlines

Daily Tests

Due Date: Each class from classes 1 through 8

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Daily Summary Activity

Due Date: End of each class from class 1 through 8

Weight: 10% (1.25% per summary assignment)

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". You will be assessed according to the Short Writing Reflective Rubric.

Assignment: Build a Resource Spreadsheet

Due Date: Class 5

Weight: 20%

Students will be expected to build two spreadsheets on Excel based on the resources provided and their own research. The spreadsheet should follow the format shown below.

Resource 1: <http://web.cortland.edu/andersmd/ERIK/welcome.HTML>

Resource 2: <http://www.uky.edu/~eushe2/Bandura/bandurabio.html> or
<http://web.cortland.edu/andersmd/BEH/behavior.HTML>

Resource 3: Add Your Own

Online Resource	Name of theory	Describe or define main theory	State two criticisms or drawbacks of the theory	State two ways you would use this theory in your career
Resource 1 (Website link)				
Resource 2 (Website Link)				
Add Your Own (Website Link)				

Go to the website of the Society for Research in Child Development and have students conduct a search for three article concerning some aspect of child development. Add them to the spreadsheet table below and rate them according to the 'article rating guidelines'.							http://www.srkd.org/	
Go to the <i>Selfgrowth.com</i> website, which archives articles of interest pertaining to adult development. Conduct a search for an article concerning some aspect of adult development or aging.							http://www.selfgrowth.com/adult_articles.html	
We b UR L	Date Pulle d	Articl e Title	Auth or	Date Publish ed	Quality of Informati on	Readabili ty	Relevancy to Program	Note

Term Paper
Due Date: Class 7
Weight: 20%

Select one of the following topics below and develop a term paper (minimum 1,000 words, maximum 1,200 words, excluding the title page and reference page) according to the instructions provided. You may choose to focus on a stage of development and how it pertains to your own thought, behaviour and feelings (using theory as starting point); b) explore something about yourself or your life story using Erikson’s Stages of Psychosocial development (practice as starting point) or c) trace your own development using Erikson’s theory. It is optional whether you prefer to analyze yourself and your life. Try to select a topic which is closely related to your career choice. You will be evaluated according to the Term Paper Rubric attached.

Use APA standards and provide at least *three to four academic references* using academic sources like Gale and Google Scholar, in addition to the course text. Please go to your Moodle site for this course and use the Word template prepared for you (E-brary). You do not include the words Running Head or write an Abstract for this paper. Information is provided on how to electronically manage your sources and easily prepare a correct References page. How to format your paper is included in the E-Brary. You may also use your Cites Handbook as the official source for APA at Columbia College.

Topics:

Human Behaviour and Development and:

- Early Childhood
- Middle Childhood
- Adolescence
- Adulthood early, middle, late – you could focus on one of the adult stages
- Moral Reasoning
- Cognitive Development
- Parenting
- Senior Citizens
- Death

Your term paper should have the following parts to it:

- Introduction – Explain why you have chosen this topic and indicate the direction your paper is going to take (thesis statement).
- Review of the literature – Tell what is currently known about your topic. You can use the text and, of course, read journal articles. **Three to four references** including your textbook are required for this assignment, with at least **2 academic journal articles** in your paper.
- Critique of Key Information – In this section provide your opinion on key information that you have discovered from your research. This means that you must do a critical analysis of the research first, and then evaluate which information you would like to focus on in this section of the paper. It gives you an opportunity to demonstrate your thoughtful, reflective opinions.
- Conclusion – How have your research findings enhanced your knowledge of human behaviour and development? Summarize your insights.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam which will consist of multiple choice questions covering the content of classroom learning and assigned text and other readings.

**Appendix 2
Assignment Rubrics**

**Columbia College
Term Paper Rubric
Last Revised: January 2012**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name			
	A	B	C	D	F	Score
Writing Focus	5 <ul style="list-style-type: none"> • Presents a precise well developed thesis, reflecting insightful, original perspective. • Demonstrates direction in the development of the paper. 	4 <ul style="list-style-type: none"> • Presents a clear, carefully constructed thesis, reflecting original perspective. • Demonstrates direction in the development of the paper most of the time. 	3 <ul style="list-style-type: none"> • Presents a simplistic and/or unclear thesis. • Demonstrates some direction in the development of the paper, but often the paper is hard to follow. 	2.5 <ul style="list-style-type: none"> • Presents a partly developed thesis. • Demonstrates little direction in the development of the paper. 	2.4-0 <ul style="list-style-type: none"> • No thesis presented. • Development of the paper is unclear. 	
	10-9	8-7	6	5	4-0	
Content, Ideas & Analysis	<ul style="list-style-type: none"> • Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports all statements with examples. 	<ul style="list-style-type: none"> • Displays good knowledge of the topic. • Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with examples. 	<ul style="list-style-type: none"> • Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. Supports some statements with examples. 	<ul style="list-style-type: none"> • Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported with examples. 	<ul style="list-style-type: none"> • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Statements are unsupported with examples. 	

	10-9	8-7	6	5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences. Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas most of the time. • Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses some variety in sentence structure. Conveys some ideas clearly. • Uses some effective word choice. • Uses some varied sources to support ideas. • Quotes and evidence at times integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Demonstrates limited variety of sentences. Many sentences are awkward. • Conveys few ideas clearly. • Uses vague, ineffective word choice. • Uses limited resources that are not well selected to support ideas. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward. • Most ideas are not conveyed clearly. • Inadequate, simplistic word choice. • Lacks the use of support for ideas. • Quotes and evidence not integrated properly. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. • Introduction and conclusion is very well developed. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Introduction and conclusion mostly shows good development. 	<ul style="list-style-type: none"> • Presents some of the information in a logical structure. • Shows some paragraph development and at times, awkward sentence structure. • Introduction and conclusion shows little development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty. • Introduction and conclusion not well developed or missing. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. • Lacks introduction and conclusion. 	

Mechanics, Grammar, Professional Format	5	4	3	2.5	2.4-0	
	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. • Use of APA citation contains many errors. Meets a few requirements for an academic response. • Meets few requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • <input type="checkbox"/> Does not meet enough requirements for an academic response. • Does not meet any requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total out of 40:

Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments: