



COURSE OUTLINE

COURSE NUMBER:	DEA 15138 1803
COURSE NAME:	Human Development
COURSE PRE-REQUISITE(S):	None
INSTRUCTOR:	Barry Wolfe
INSTRUCTOR CONTACT:	bawolfe@mymts.net
DATES AND TIME:	January 7 – March 18, 2019 10 Mon, 6:00 p.m. – 9:00 p.m.

Note: There is no class scheduled February 18th (see full-time schedule for details).

**LOCATION: Pembina Trails, 181 Henlow Bay
Meeting Room A & B**

EXAMINATION DATES: **Final Test: March 18, 2019**
6:00 p.m. – 9:00 p.m.

Authorized equipment for all exams will be pens, pencils, and eraser. Unauthorized equipment or material will include all electronic devices, including cell phones and written course material. Your instructors may authorize additional material or equipment for this course.

Photo ID will be required for all PACE exams.

REQUIRED READINGS: **Instructor will provide handouts in class**

NEXUS:

Course materials, resources and assignments will be posted on Nexus, the online course management system, supporting the delivery of this course. Please use your WebAdvisor username and password to log in to Nexus system to retrieve these materials and to access important class communication. Not all part-time courses are posted on Nexus; if not, materials, if applicable, are available in class.

COURSE DESCRIPTION:

This course is designed to inform Educational Assistants about human development, the processes of change over time that influence:

- physical growth and motor skills;
- perception and thinking;
- attitudes and values;
- social skills and behaviour.

Development will be approached in terms of broad stages that are reflected in the organization of schools:

- infancy and early childhood (to about age 7);
- middle childhood and early adolescence (from 8 to about 12);
- adolescence and young adulthood (to age 21).

The stages proposed by particular theories of development (e.g. Piaget's theory of cognitive development), also cultural and hereditary factors influencing individual and group differences (e.g. gender and ethnicity), will also be reviewed.

By learning about human development, students will reach a better understanding of why children and adolescents behave the way they do, and will be able to work better as informed members of an educational team.

LEARNING OUTCOMES:

- Knowledge about human development including physical, cognitive and behavioural changes over time
- Understanding of why students behave the way they do
- Knowledge about development during the school years (ages 5 to 17)

DISCLAIMER:

Please consider this course outline as a general guide. Time constraints and other unforeseen factors may require some adaptation of the course materials.

LECTURE SCHEDULE:

SCHEDULE	LECTURE TOPICS	ASSIGNMENT
January 7	Basic Question “Why do we do what we do” What influences our development Scientific Theory	
January 14	Principles of Human Development Factors In Human Development	Due: “A Look At The Attachment Process”
January 21	Heredity vs. Environment - Nature vs. Nurture The argument for Heredity – newborn reflexes Monoamine Oxidase - Epi-Genetics	
January 28	Mechanisms of Heredity – chromosomes, genes, Dominant genes, recessive genes	Due: “Helicopter/ Skydive Parents”
February 4	Stages of Growth – early childhood (birth to eight), middle childhood (eight to twelve), adolescent (twelve to eighteen)	Due: “Divorce”
February 11	The Argument for Nurture Behaviourist – Pavlov, Skinner, J.B. Watson	
February 25	Social Learning (Modeling) – Bandura The ABC Model Abraham Maslow, Carl Jung, Sigmund Freud, Alfred Adler, William Glasser	Due: “Teasing”
March 4	Erik Erickson Cognitive Development – Jean Piaget Moral Development - Kohlberg	
March 11	Birth Order	Term Paper
March 18	Final Test	

Remember to complete your course evaluation immediately after this course is complete. We take your feedback very seriously and use it to continually improve our courses and programs.

- **Full time course evaluations are available on NEXUS**
- **Part time and online course evaluations will be emailed to you**

VOLUNTARY WITHDRAWAL:

Students can voluntarily withdraw from a course up to the 75% point in a course without any academic penalty. Note that this does not include the hours for the invigilated exams. It is the student’s responsibility to withdraw this course to ensure no academic penalty is incurred. Please consult the Registration Office or Academic Advisor for a **Request for Voluntary Withdrawal** form.

METHOD OF EVALUATION:

VALUE	ITEM OF WORK	DETAILS	DUE DATE
35%	Short Written Assignments	<p>These assignments will be completed following the format as outlined in the “Article Base Analysis” which will be handed out in the first class, and will be spaced over the entire term. Assignments are expected to be handed in typed. Marks will be deducted for not including your name on the handed in assignment.</p> <ol style="list-style-type: none"> 1. “A Look At The Attachment Process” (20 Marks) 2. Helicopter/Skydive Parents (20 Marks) 3. Divorce (20 Marks) 4. Teasing (20 Marks) 	<p>Jan 14th Jan 28th Feb 4th Feb 25</p>
30%	Term Paper	<p>You will a topic and relate it to the following question: “What can we do as Educational Assistants in the classroom to support our students” in regards to the choice of your topic. The assignment is a formal paper and requires academic research with sources of information indicated. You are expected to list at least three sources of your information. It is suggested that the “Casebook” be one of your sources. It is not enough to present the topic just as an academic research paper, but it must answer or deal with the question. The term paper will have a required length of about 1500 words, or the equivalent of about three to four type written double spaced pages. The use of the internet is acceptable. The term paper rubric will be posted on Nexus.</p>	<p>March 11, 2019</p>
35%	Term Test	<p>will be one-to two hours in length and will include both short and long answer questions -specific details concerning test content will be announced in class</p>	<p>March 18, 2019</p>

All applicable assignments must be typed, as well as formatted and referenced according to APA 6th Edition specifications. See the policy on the UWINNIPEG Academic Writing Standards.

MINIMUM GRADE:

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

PARTICIPATION:

Participation is an important component of a meaningful learning process. Contributions to class activities, group work, and class discussion will enhance your academic success and contribute to a more positive and productive learning environment. Participation is a reflection of actively engaging in class room work and attentiveness to the contributions of others and the instructor. Participation is also a reflection of being present in the classroom in a timely fashion and not distracting others.

RESEARCH POLICY:

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

POLICY FOR LATE ASSIGNMENTS:

- All assignments will be given a due date.
- Individuals who cannot meet the deadline and have a legitimate reason (i.e., illness supported by a medical certificate relative to the due date), must request an extension in writing from the instructor no later than the 24 hours before the deadline.
- Students who do not receive an extension from the instructor will receive a grade of zero on the assignment if the assignment is not submitted by the due date.
- It is the student's responsibility to retain an electronic copy of ALL assignments submitted for grading.

STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:

Refer to the [Student Handbook](#) for academic and general PACE policies. This information is also available on the UWinnipeg PACE website.

It is the students' responsibility to read the policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.

ACADEMIC MISCONDUCT:

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

- [Academic Misconduct Policy](#)
- [Procedures: Academic Misconduct Policy](#)

UWINNIPEG RESPECTFUL LEARNING POLICY:

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

ACADEMIC ACCOMMODATIONS:

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

UWPACE GRADING SYSTEM:

Letter Graded	Percentage	GPA	
A+	96-100	4.50	<u>Pass/Fail</u>
A	91-95	4.00	P Pass
A-	83-90	3.75	F Fail
B+	75-82	3.50	<u>Non-Graded</u>
B	70-74	3.00	CP Certificate of Participation (75% Attendance)
C+	66-69	2.50	NC No Certificate of Participation
C	57-65	2.00	<u>Special Designations</u>
D	50-56	1.00	I Incomplete
F	<50	0.00	TC Transfer Credit
			S Standing

DISCLAIMER:

Please retain a copy of this course outline for reference purposes and/or future academic endeavor.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.