

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Applied Social Sciences**  
**with effect from Semester A 2016/17**

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**Part I     Course Overview**

<b>Course Title:</b>	Life Span Development
<b>Course Code:</b>	SS5752
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	1) Nil for MSocSc in Counselling in cohort 2016 and thereafter 2) SS2023 Basic Psychology or its equivalent for MSocSc in Applied Psychology & MSocSc in Psychology of Education
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	Nil

## Part II Course Details

### 1. Abstract

This course aims to enable students to (1) understand the nature and basic concepts of human development, and (2) analyze the characteristics and needs at different stages through the life span.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe milestones and characteristics during the courses of development throughout the life span and their implications for development and intergenerational issues.	40%	✓	✓	
2.	Explain behaviours and phenomenon during the courses of development and put the theories into practice (e.g., for educational settings).	20%	✓	✓	
3.	Discuss critically with support from the literature and real life situation issues and concerns central to human development.	20%	✓	✓	
4.	Analyze underlying factors which contribute to variations in human development.	20%	✓	✓	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1.	<u>Lecture</u> : Introducing theoretical perspectives to the understanding of human	✓	✓	✓	✓	

	development across the life span.					
2.	<u>Group discussions/observations:</u> Students will critically analyse different developmental issues.	√	√	√	√	
3.	<u>Case Study :</u> Students will use cases to illustrate events and issues concerning development across the life span.	√	√	√	√	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
AT1: Quiz	√	√	√	√	40%	Individual
AT2: Group Project Presentation	√	√	√	√	30%	Group
AT3: Individual Report	√	√	√	√	30%	Individual
					100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz		Superior grasp of theories and concepts about human development	Good grasp of theories and concepts about human development	Evidence of proper understanding about theories and concepts in human development	Sufficient familiarity with major theories and concepts in human development to enable the student to progress without repeating the course	Little familiarity with major theories and concepts in human development
2. Group Project Presentation		Evidence of extensive knowledge base and innovative ideas of human development	Evidence of good knowledge base and innovative ideas of human development	Evidence of some knowledge and innovative ideas of human development	Sufficient knowledge of human development to enable the student to progress without repeating the course	Little knowledge of human development
3. Individual Report		Evidence of extensive knowledge base and innovative ideas of human development	Evidence of good knowledge base and innovative ideas of human development	Evidence of some knowledge and innovative ideas of human development	Sufficient knowledge of human development to enable the student to progress without repeating the course	Little knowledge of human development

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Human Development; Infancy and Toddlerhood; Childhood; Adolescence; Adulthood.

**2. Recommended Reading**

1.	Santrock, J. W. (2015). Life-span development (15th ed.). Boston, MA: McGraw Hill.
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