

Psychology 150 - 02 Winter 2003Psychology 150 - 02 Spring 2003

Child Development

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Office Hours: Mon/Wed 11:30-12:30

Or by appointment

Text

Berger, K.S. (2000). The developing person through childhood and adolescence
New York: Worth.

Course Description: (Calendar description)

How children grow and develop physically, intellectually, emotionally, psychologically, and socially is the subject matter of this course. There is an emphasis on needs at any given age and stage and how these needs can best be met.

Course Objectives:

This course is an introduction to the field of developmental psychology. The objective of this course is to examine a comprehensive view of the developmental

changes from conception through adolescence and to present explanations of those changes. After completing the course, students will be able to:

1. Understand and describe the nature of research in the area of child development.
2. Describe the developmental changes occurring in physical, cognitive, and psychosocial development between conception and adolescence.
3. Identify and assess the developmental tasks and needs of the children of various ages.
4. relate the above knowledge to practice areas in the student's life or chosen career.

Course Structure:

This course will consist of lectures, class discussions and activities, videos, reading, and written assignments. Students will be expected to come to class having completed reading and written assignments and be ready to participate in class activities.

Reading the textbook is essential for this course. It is suggested that students do 3 readings:

1. A quick read of the chapter to get a global perspective of the theory - done before class.
2. A more careful study to really comprehend all concepts - done during the week materials are covered in class.
3. A review for the test.

Course Evaluation:

Tests (6 tests - 10% each)	60%
Assignments (3 assignments - 10% each)	30%
Participation/In-class activities/Discussions	10%

Tests have to be written during the scheduled time. All written assignments should be typed if possible, and on time. Please see the instructor before tests and assignments due dates if you have any problems completing them on time. The instructor reserves the right not to give make up tests, and to refuse or penalize late assignments.

Letter Grade:

GradePercentageDescription

A+95-100%Superior levels of achievement

A90-94%

A-85-89%

B+80-84%High levels of achievement

B75-79%

B-70-74%

C+65-69%Satisfactory level of achievement

C60-64%Sufficient level of achievement to proceed with next level of study

D50-59%Minimum level of achievement for which credit is granted

F0-49%Minimum level is not achieved

Standing incomplete until such time as the work is completed, normally to a maximum of six weeks following a semester

Standard of student conduct:

Work must be used for this course only. Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work.

Ways to get the most from this course:

- attend all classes and read the text
- complete all tests and assignments on time
- participate in class discussions and activities
- let the instructor know if you need help

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Class Schedule

WeekDateTopics & ReadingsDue

1May 5 MIntroduction

Chapter 1

7 W Theories

Chapter 2Assignment #1

2 12 M Heredity & environment

Chapter 3Test #1

14 WPrenatal development & birth

Chapter 4Assignment #2

3 19 MVictoria Day – no class

21 WThe first 2 years: Biological

Cognitive

Psychosocial

Chapter 5

Chapter 6

Chapter 7Test #2

4 26 MAssignment #3

28 WThe play years: Biological

Cognitive

Psychosocial

Chapter 8

Chapter 9

Chapter 10Test #3

5June 2 MAssignment #4

4 WThe school years: Biological

Cognitive

Psychosocial

Chapter 11

Chapter 12

Chapter 13Test #4

6 9 MAssignment #5

11 WAdolescence: Biological

Cognitive

Psychosocial

Chapter 14

Chapter 15

Chapter 16Test #5

7 16 M

18 WConclusion Test #6

Changes will be discussed in class.