

**School of Arts & Science
Department**

**Psychology 150 Child Development
Spring 2005**

COURSE OUTLINE

The Approved Course Description is available on the web @ www.camosun.bc.ca

1. Instructor Information

- (a) Instructor: Bev Lenihan
- (b) Office hours: One hour before and after class. Appts arranged to accommodate student
- (c) Location: Fisher 352
- (d) Phone: (250) 370-3200
- (e) E-mail: [lenihan@camosun..bc.ca](mailto:lenihan@camosun.bc.ca)

2. Intended Learning Outcomes

This course is an introduction to the field of developmental psychology. The objective of this course is to examine a comprehensive view of the development changes from conception through adolescence and to Present explanations of those changes:

- 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 in areas in the student's life or chosen career.

Course Structure

This course will consist of lectures, class discussions, and activities, films, reading, written assignments as well as field observations. Students will be expected to come to class having completed the reading and written assignments and be ready to participate in class activities.

Reading the Textbook

This is essential for this course. I suggest three readings:

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

3. Required Materials

TEXTS:

- **Required:** Berger, K.S. The Developing Person Through Childhood and Adolescence, Sixth Edition, New York: Worth Publishers
- **Recommended:** Straub, R.O. Study Guide to Accompany the Developing Person. New York: Worth Publishers.

4. Course Content and Schedule

PSYCHOLOGY 150 COURSE SCHEDULE

	Topic	Readings	Due Dates
UNIT ONE	THE BEGINNINGS		
	INTRODUCTION	CHAPTER 1	
	GENETICS	CHAPTER 3	
	PRENATAL	CHAPTER 4	
UNIT TWO	THE FIRST TWO YEARS:	INFANTS AND TODDLERS	
	BIOSOCIAL	CHAPTER 5	QUIZ 1
	COGNITIVE	CHAPTER 6	
	PSYCHOSOCIAL	CHAPTER 7	
UNIT THREE	THE PLAY YEARS		
	BIOSOCIAL	CHAPTER 8	QUIZ 2
	COGNITIVE	CHAPTER 9	
	PSYCHOSOCIAL	CHAPTER 10	
			ASSIGNMENT ONE
UNIT FOUR	THE SCHOOL YEARS		
	BIOSOCIAL	CHAPTER 11	QUIZ 3
	COGNITIVE	CHAPTER 12	
	PSYCHOSOCIAL	CHAPTER 13	
UNIT FIVE	ADOLESCENCE		
	BIOSOCIAL	CHAPTER 14	QUIZ 4
	COGNITIVE	CHAPTER 15	
	PSYCHOSOCIAL	CHAPTER 16	ASSIGNMENT TWO
			QUIZ 5

CHAPTER INTEGRATION: The purpose of this assignment is to integrate theory with your conceptual understanding. The paper will include concepts and terms from the text and relate to your own experience (the theory to practice). This is not a library research paper but a reflection of what you have learned from the chapter and how the theory helps your conceptual understanding. The final paper should be no more than 750 words. Use concepts, vocabulary, and material from the specified chapter in your paper, along with clear and specific examples demonstrated application of the concept described. Decide on the central theme of the chapters instead of a list of concepts. Think about a real life situation and describe it using the theory, making sure to apply course material throughout the development of the theme. Write and rewrite if necessary before your final report. One student wrote ten drafts before finalizing and submitting it in.

1. Choose three chapters from the text and read the three chapters regarding the stage of development
2. Choose one theme to study in depth.
3. Drawing upon the vocabulary and concepts covered within the chapter, underline the terms while applying the material from the specified chapter.
4. Include work samples, photos, or illustrations, as an appendix in your final report. Be sure to use a pseudo name to maintain confidentiality if your describing children whom you know.

REPORT:

The report needs to include relevant background of the child. Describe and support your information with readings from the text or any other sources used. Avoid making sweeping generalizations and assumptions. Be descriptive and not evaluative. All writing needs to follow APA guidelines. All reports need to be word processed with a cover page and doubled spaced pages.

ARTICLE REVIEW:

Review ONE primary research article cited in the text. Look up articles published in Journals (e.g. Child Development, Developmental Psychology) rather than those Published in books (more difficult to obtain). The review of the article needs to include:

1. The purpose of the research, description of the participants, method, results, and conclusion.
2. State how the article is related to or supported by certain developmental theory or theories.
3. Describe how the article has enhanced your understanding of child development.
4. Attach a photocopy of the first page of the article (with the abstract on it) to the written report.

REPORT:

The report should be 3-4 doubled spaced typed pages. Background information, from the text or other credible sources is required. Apply appropriate theories, concepts, and vocabulary, when appropriate. Be sure to reference material throughout your report.

DUE DATES:

All assignments are due as per schedule, at the beginning of class and handed to the Instructor. Papers received any later will have a 2-mark penalty per day late, unless permission is given before the date due. Medical or personal reasons **do not remove** late penalty, if permission is not granted before the assignment due date. Taking personal responsibility for good planning and respectful communication is part of being a good student. Be sure to ask for assistance and support, if needed. Any assignment that is copied or plagiarized will be given 0%.

5. Basis of Student Assessment (Weighting)

- (a) **Quizzes**
5 are given in class and 4 of the top marks are taken (4 x15) 60%
- (b) **Assignments**
Two at 10% each (2 x 20) 20%
- (c) **Group presentation** 20%

EVALUATION DETAILS

Quizzes: Quizzes will cover the chapters listed in the schedule, including readings, lectures, and films. They will consist of multiple choice and short answer questions. Five quizzes will be given in class and the highest of four scores will be graded toward 60% of course. There are NO MAKE UP quizzes for any reason. Reading the material each week and not playing catch up, especially when ill, will work toward a higher conceptual understanding of the course. If any student is concerned about his/her grade, two weeks, before the final exam, please see the instructor for a bonus assignment of three marks.

Assignments:

Individual or Group Presentation

An individual or group presentation, of three people, will bring to life some of the theories and concepts studied in class. Each student, in the group, will be responsible to research and present a component of the agreed upon topic. Presentations are thirty minutes in length. Deduction of one mark for each minute over. Presentations need to be carefully planned and practiced to remain within this timeframe. Going in more depth with a narrowed topic instead of remaining broad is recommended. Be sure to include the audience by way of activity while planning your delivery. There are no strict guidelines as to the best method used. Evaluation process includes the following:

- a. discussion of the research and information available
- b. connection to the course theory and practice (real life)
- c. list of resources available in Victoria
- d. A clear developed Beginning, Middle, and End.
- e. Class involvement by way of activity, demonstration, or discussion.

Recommended topics:

Chapter 5	Nutrition
Chapter 8	Child Maltreatment
Chapter 9	Child Stimulation Programs
Chapter 10	Gender Stereotyping
Chapter 11	ADHD or Learning Disability
Chapter 12	Gifted Child or ESL Child
Chapter 13	Changing Family Structure, or Stress and Children
Chapter 14	Eating Disorders
Chapter 15	Sexuality and the Adolescent
Chapter 16	Delinquency or Suicide

Write up one week following the oral presentation:

To receive full marks a written summary, one week following the oral, must be submitted. The write up includes ideas as to how the topic relates to you professionally or personally as well as keeping the three domains of the child when studying your topic. Please see separate hand out for details.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html