



**School of Arts & Science  
Psychology**

**Psyc 150 - 02: Child Development  
Fall, 2006**

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**COURSE OUTLINE**

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**Instructor Information**

**Instructor:** Katrina Gantly  
**Office hours:** W 9:30AM-11:30AM  
F 10:30-11:30 AM  
**Office:** Fisher 106E  
**Office Phone:**(250) 370-3374

**Email:** gantly@camosun.bc.ca

**Website:** <http://webct.camosun.bc.ca>

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**Web CT**

The course materials (web-notes, focus topics, course outline and grades) are available on my website, and were developed using webct. The first time you go to the site, follow these steps:

- Type <http://webct.camosun.bc.ca> into your address bar
- A screen with a little graduate will appear in the left hand corner. Click on "Log in to my Web CT"
- A screen will appear that says "Web CT ID" . In the box, enter your Camosun College student ID number (e.g. C0123456)
- Beside "password" enter changeme
- Click log-in. It will prompt you to immediately change your password. Complete that, then log-in.
- A small information bar will appear along the top of the screen. It will say "Psyc 150: Instructor: Katrina Gantly". Click on the Psyc 150. This will take you to my homepage.

After this, it is much simpler. You'll login using your camosun ID and new password, it will immediately take you to the web-page.

During the first week of classes, students are often adding or dropping classes. In order to access WebCT, you must be added to the course list by our distributed education team. Because this sometimes takes a few days, for the first week I will bring hardcopies of any documents to class for you. If you experience any difficulties logging into WebCT, please let me know and I'll help you in any way I can.

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**Course Description and Intended Learning Outcomes**

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.

Upon completion of this course the student will be able to:

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1. Describe the developmental changes from conception through adolescence.
2. Explain the reasons for those changes
3. Summarize the main developmental theories in psychology.

The outcomes will be measured by a combination of examinations, assignments, presentations, group work, and discussions.

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## **Required Materials**

**Texts: The Developing Person Through Childhood and Adolescence by K. Berger (Worth Publishers 2006)**

**Optional Materials:** Web-notes from my website (listed above). They will be available prior to each lecture for students who are interested in printing out overhead material prior to class. In the event that I am unable to post the notes on the web at least 24 hours prior to lecture, I will bring hard-copies of the notes to class. It is important to note that the web-notes represent only about 1/2 of what is covered in lecture. Therefore, if you should happen to miss class due to illness, etc. you should try to get the lecture notes from a friend.

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## **Course Content and Schedule**

**Course Meeting Times:**

**Monday Evenings      6:00 – 9:00 PM Fisher 306**

### **Evaluation Methods:**

- 1. Tests:** There will be three tests in total, each covering approximately 4-6 chapters each. The tests will count for 20% each for a total of 60% from tests. Format will include 1/3 points from multiple choice, true/false, matching, etc.; 1/3 points from short answer (1-3 sentence answers) and 1/3 points from paragraph answers (5-8 sentences each). Focus topics will outline, in advance, the exact format for each test. The tests are not cumulative and will be given during lecture. Please make sure that you arrive on time, so that you have the full time allotted to write each test. If you miss a test due to illness and have a doctor's note, you may write a make-up exam.
- 2. Assignments:** There will be four assignments in total. These will take on a variety of formats, but all will require an application of the concepts and a brief write-up regarding your findings, or answering questions regarding the applied task. To make sure that you get proper credit for your work, please make sure that you have included your full name and student number clearly on each assignment. Each assignment will be worth 7% of your final grade for a total of 28% from assignments.
- 3. Research Paper:** You will be asked to conduct a series of observations with a child or adolescent; then, using developmental theories, you will analyze these observations across physical, cognitive and social domains. This will be written up in APA style and will be described in greater detail as the course progresses. This research paper will be worth 12% of your grade.

### **Summary of Evaluation:**

<b>Tests:</b>	<b>Three tests X 20% each =</b>	<b>60% of total grade</b>
<b>Assignments:</b>	<b>Two X 10% each =</b>	<b>20% of total grade</b>
<b>Paper:</b>		<b>20% of total grade</b>

## **Grading System**

### **Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
95-100	A+		9
90-94	A		8

85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at **camosun.ca** or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

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### Recommended Materials or Services to Assist Students to Succeed in the Course

\*\*\*Please feel free to email me or come to office hours if you need any extra help.

#### 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

### Tentative Schedule of Lectures and Tests

Week One	<u>Monday., Sept. 11</u>
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	<p>Course Outline and Introduction  Characteristics of Development (Chap. 1)  Theories of Development (Chap. 2)  Assignment 1 Assigned</p>
<b>Week Two</b>	<p><b><u>Monday., Sept. 18</u></b></p> <p>Genetic Testing  Conception and Fetal Development (Ch. 3 and 4)</p>
<b>Week Three</b>	<p><b><u>Monday., Sept. 25</u></b></p> <p>Test One: covering applicable readings from text, web-notes and lecture notes from Chapters 1-4  Birth: Labour, Variations, Complications and the Newborns' Experience</p>
<b>Week Four</b>	<p><b><u>Monday., Oct. 2</u></b></p> <p>Chapters 5, 8: Biosocial Development from Infancy to Play Years  Assignment 1 Due</p>
<b>Week Five</b>	<p><b><u>Monday., Oct. 9</u></b></p> <p><b>Note: College Closed (Thanksgiving)</b></p>
<b>Week Six</b>	<p><b><u>Monday., Oct. 16</u></b></p> <p>Chapters 6, 9 Cognitive Development from Infancy to Play Years  Assignment 2 Assigned</p>
<b>Week Seven</b>	<p><b><u>Monday., Oct. 23</u></b></p> <p>Chapters 7, 10: Social Development from Infancy to Play Years</p>
<b>Week Eight</b>	<p><b><u>Monday., Oct. 30</u></b></p> <p>Test Two: covering applicable readings from text, web-notes and lecture notes from Chapters 5-10  Video and Activity</p>
<b>Week Nine</b>	<p><b><u>Monday., Nov. 6</u></b></p> <p>Chapters 11 - 13: Biosocial, Cognitive and Social Development During School-Age  Assignment 2 Due</p>
<b>Week Ten</b>	<p><b><u>Monday., Nov. 13</u></b></p> <p><b>Note: College Closed (Remembrance Day)</b></p>
<b>Week Eleven</b>	<p><b><u>Monday., Nov. 20</u></b></p> <p>Chapters 14 - 16: Biosocial, Cognitive and Social Development during Adolescence</p>
<b>Week Twelve</b>	<p><b><u>Monday., Nov. 27</u></b></p> <p>Catch-up and Review  Research Paper Due</p>
<b>Week Thirteen</b>	<p><b><u>Monday., Dec. 4</u></b></p>

	Test Three: covering applicable readings from text, web-notes and lecture notes from Chapters 11-16
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***Welcome to Psychology 150...I'm looking forward to a great term with you!***