



**School of Arts & Science  
PSYCHOLOGY DEPARTMENT**

**PSYC 150- 001  
Child Development  
Spring 2007**

## **COURSE OUTLINE**

The Approved Course Description is available on the web @ [www.camosun.bc.ca](http://www.camosun.bc.ca)

### **1. Instructor Information**

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour before and half hour after class. Other appointments arranged to accommodate student schedule.		
(c)	Location:	Fisher 352		
(d)	Phone:	370-3200	Alternative Phone:	721-1259
(e)	Email:	<a href="mailto:lenihan@camosun.bc.ca">lenihan@camosun.bc.ca</a>		

### **2. Intended Learning Outcomes**

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

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

### **3. Required Materials**

(a)	Texts	Berger, K.S. The Developing Person Through Childhood and Adolescence, Seventh Edition, New York: Worth Publishers
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#### **Reading the Textbook:**

**Keeping up with the chapter readings 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 each quiz.**

#### 4. Course Content and Schedule

PSYCHOLOGY 150

CHILD DEVELOPMENT

BEV LENIHAN

	Topic	Readings	Due Dates
<b>UNIT ONE THE BEGINNINGS</b>			
Week one	INTRODUCTION	CHAPTER 1	
	GENETICS	CHAPTER 3	
	PRENATAL	CHAPTER 4	
<b>UNIT TWO THE FIRST TWO YEARS: INFANTS AND TODDLERS</b>			
Week two	BIOSOCIAL	CHAPTER 5	QUIZ 1 May 16
	COGNITIVE	CHAPTER 6	
	PSYCHOSOCIAL	CHAPTER 7	
<b>UNIT THREE THE PLAY YEARS</b>			
Week three	BIOSOCIAL	CHAPTER 8	QUIZ 2 May 23
	COGNITIVE	CHAPTER 9	
Week four	PSYCHOSOCIAL	CHAPTER 10	
<b>UNIT FOUR THE SCHOOL YEARS</b>			
	BIOSOCIAL	CHAPTER 11	QUIZ 3 June 04 Article Review
Week five	COGNITIVE	CHAPTER 12	
	PSCYHOSOCIAL	CHAPTER 13	
<b>UNIT FIVE ADOLESCENCE</b>			
Week six	BIOSOCIAL	CHAPTER 14	QUIZ 4 June 13
	COGNITIVE	CHAPTER 15	
	PSYCHOSOCIAL	CHAPTER 16	Case Study June 18
Bonus Assignment Due			QUIZ 5 June 20

#### 5. Basis of Student Assessment (Weighting)

##### (a) Assignments:

There are three assignments to **choose two** from: Case Study, Article Review, or Individual/Group Presentation.

Two of the 3 assignment options at 20% each (2 x 20)

40%

### **CASE STUDY:**

A naturalistic observation or experiment with a child is needed. The objective of this study is to focus on one domain of the child either: biosocial, cognitive, or psychosocial. Once the data is collected on one domain a prediction of the other two domains can be made. Be sure to REFERENCE material back to theory or data collection.

#### **The following guidelines are recommended:**

1. Choose the age of the child interested in studying and select the stage of development.
2. Read the three chapters in the textbook regarding the stage of development
3. Choose one domain to study in depth and decide on the hypothesis.
4. State the hypothesis and decide on the best procedure to collect your data/be sure Address observational bias and how it plays a role in naturalistic observation.
5. COLLECT DATA ON ONE DOMAIN. Having written the result section first, write The background information on this child, including your understanding of the other two domains. Draw upon theory in the text and other information researched or Studied.
6. Predict how your child will develop over the next two-three years.
7. Include test results, photos, questionnaires, or work samples as an appendix in your Final report. Be sure to use a pseudo name to maintain confidentiality.

### **REPORT:**

The report needs to include relevant background of the child. Describe all three domains 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. Recommended length is 4-5 typed 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. ( Based on Berger 2006)
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%.

### **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.

### **(b) Quizzes**

5 are given in class and 4 of the top marks are taken (4 x15)      60%

### **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.

### **Course Structure:**

**This course will consist of lectures, class discussions, activities, films, readings, written assignments, as well 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.**

## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<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.
<b>IP</b>	<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.
<b>CW</b>	<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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

#### Guidelines of student conduct:

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1. All students are expected to follow the College's Student Conduct Policy - see below.
2. It is essential for students to attend all classes. You must be in attendance to participate in seminar activities/assignments. There will be no make-up opportunities without a doctor's note.
3. Quizzes must be written as scheduled. There will be NO make-up tests. If you are unable to write the quiz, on the scheduled day, you must contact the instructor prior to the test and provide reason and documentation upon return to class.
4. Assignments must be typed and be handed in on due dates. There will a 2% per day penalty on late assignments without prearrangement.
5. 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.
6. Late work will only be accepted in extreme cases. The instructor reserves the right not to give make-up tests and to refuse or penalize late assignments. Please schedule your time to meet all due dates and when necessary approach the instructor for assistance.