



School of Arts & Science
PSYCHOLOGY DEPARTMENT

PSYC 150-01/04
Child Development
Fall 2008

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Grace Chan		
(b)	Office Hours:	See posted times or by appointment		
(c)	Location:	F 352		
(d)	Phone:	370-3217	Alternative Phone:	
(e)	Email:	chang@camosun.bc.ca		
(f)	Website:	D2L		

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 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.

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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. Describe the biological, psychological and social developmental changes that occur from conception through adolescence.
2. Explain the biological and environmental effects on development.
3. Summarize the main developmental theories in developmental psychology.
4. Apply developmental theories to the study of children in various stages of development.

3. Required Materials

(a)	Texts	Berger, K.S. (2006). <i>The developing person through childhood and adolescence</i> New York: Worth.
(b)	Other	

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

		See below
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6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

See below

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
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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.

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

Guidelines of student conduct:

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. Tests must be written as scheduled. Make-up tests will only be allowed with proper documentation. You must contact the instructor prior to the test, and provide documentation within 7 days of the missed test date to be eligible for the make-up test.
4. Assignments must be typed and be handed in at the start of the class on due dates. There will a 5% per week penalty on late assignments without prearrangement and proper documentation.

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.

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.

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.

Course Evaluation:

Tests	60%	<ul style="list-style-type: none"> • three tests – 20% each • all tests are based on information from the lectures, seminars, and assigned readings • tests will consist of multiple choice and short answer questions • tests will not be cumulative • see class schedule for test dates • there will be a 5% per week penalty on late tests 																																				
Assignments	35%	<ul style="list-style-type: none"> • four assignments – (25%) & one article review (10%) • see separate handout for guidelines • see class schedule for assignment due dates • there will be a 5% per week penalty on late assignments 																																				
Chapter Quizzes	5%	<ul style="list-style-type: none"> • 16 chapter quizzes (1 per chapter) on D2L • credits will be given for quizzes completed with 50% or higher • quizzes are open book and can be done up to 3 times • see class schedule for quizzes due dates 																																				
Total	100%	<p><u>Letter Grade:</u></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>90-100%</td> <td>Superior levels of achievement</td> </tr> <tr> <td>A</td> <td>85-89%</td> <td></td> </tr> <tr> <td>A-</td> <td>80-84%</td> <td></td> </tr> <tr> <td>B+</td> <td>77-79%</td> <td>High levels of achievement</td> </tr> <tr> <td>B</td> <td>73-76%</td> <td></td> </tr> <tr> <td>B-</td> <td>70-72%</td> <td></td> </tr> <tr> <td>C+</td> <td>65-69%</td> <td>Satisfactory level of achievement</td> </tr> <tr> <td>C</td> <td>60-64%</td> <td>Sufficient level of achievement to proceed with next level of study</td> </tr> <tr> <td>D</td> <td>50-59%</td> <td>Minimum level of achievement for which credit is granted</td> </tr> <tr> <td>F</td> <td>0-49%</td> <td>Minimum level is not achieved</td> </tr> <tr> <td>I</td> <td colspan="2">Standing incomplete until such time as the work is completed, normally to a maximum of six weeks following a semester</td> </tr> </tbody> </table>	Grade	Percentage	Description	A+	90-100%	Superior levels of achievement	A	85-89%		A-	80-84%		B+	77-79%	High levels of achievement	B	73-76%		B-	70-72%		C+	65-69%	Satisfactory level of achievement	C	60-64%	Sufficient level of achievement to proceed with next level of study	D	50-59%	Minimum level of achievement for which credit is granted	F	0-49%	Minimum level is not achieved	I	Standing incomplete until such time as the work is completed, normally to a maximum of six weeks following a semester	
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4. Course Content and Schedule

Psychology 150-01/04 – Fall 2008 Class Schedule

Week	Date	Topics & Readings	Due	
1	Sept 2 T	Course Introduction	Chapter 1	
	4 Th	Introduction to Child Development		
2	9 T	Theories of Child Development	Chapter 2	
	11 Th	↓		
3	16 T	Heredity & environment	Chapter 3	Assignment #1
	18 Th	↓		
4	23 T	Prenatal development & birth	Chapter 4	
	25 Th	↓	Assignment #2	
5	30 T	Test #1		Test #1 – Ch 1 - 4 Quizzes 1 - 4
	Oct 2 Th	The first 2 years: Biosocial Cognitive Psychosocial ↓	Chapter 5	
6	7 T		Chapter 6	
	9 Th		Chapter 7	
7	14 T			Assignment #3
	16 Th	The play years: Biosocial Cognitive Psychosocial ↓	Chapter 8	
8	21 T		Chapter 9	
	23 Th		Chapter 10	
9	28 T			Assignment #4
	30 Th	↓		
10	Nov 4 T	Test #2		Test #2 – Ch 5 - 10 Quizzes 5 - 10
	6 Th	The school years: Biological	Chapter 11	
11	11 T	Remembrance Day – no class	Chapter 12	
	13 Th	The school years: Biological Cognitive Psychosocial ↓	Chapter 13	Article Abstract
12	18 T			
	20 Th			
13	25 T	Adolescence: Biosocial Cognitive Psychosocial ↓	Chapter 14	Article Review
	27 Th		Chapter 15	
14	Dec 2 T		Chapter 16	
	4 Th			
Exam week		Test #3		Test #3 – Ch 11 – 16 Quizzes 11-16

Changes will be discussed in class