	School of Arts & Science PSYCHOLOGY DEPARTMENT PSYC 150- 001 Child Development **Fall 2009**

COURSE OUTLINE

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

1. Instructor Information

(a)	Instructor:	John Conklin
(b)	Office Hours:	See Web site: http://conklin.disted.camosun.bc.ca/
(c)	Location:	Fisher 350c
(d)	Phone:	250-370-3196
(e)	Email:	conklin@camosun.bc.ca [Students use D2L email please)

2. Intended Learning Outcomes
Upon completion of this course the student should be able to:

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

3. Required Materials

	Text	Berk, Laura E. (2008, 6e). Infants and Children. Toronto: Pearson

4. Course Content and Schedule

WEEK	DATE	TOPIC	READING	ASSIGNMENTS
1	Sept 8	Introduction and Overview	Berk Ch 1: Read before lecture on Sept 15	Do Weekly Assignment 1 before seminar
1	Sept 10	First Seminar: Discuss Weekly Assignment #1		Practice Test Ch 1 Do before lecture Sept 15 Weekly Assignment #2: do before seminar Sept 17
2	Sept 15	Lecture #2 Ch1 History, Theory, Research Strategies.	Berk Ch 2: Read before Lecture	-
2	Sept: 17	Seminar : Presentations of Weekly Assignment #2, Ch. 1	-	-Practice Test Ch 2 do before lecture Weekly Assignment #3: Do before seminar
3	Sept 22	Lecture : Ch 2 Biological and Environmental Foundations	Berk Ch 3 and 4 Read before Lecture	-
3	Sept 24	Seminar: Weekly Assignment #3:	-	-Practice Test Ch 3: and 4 do before lecture Weekly lab Ch 3 and 4 Do before seminar
4	Sept 29	Lecture: Ch 3 & 4 Prenatal and Birth	Berk Ch 5	-
4	Oct 1	Seminar : Weekly Assignment # 4	-	Practice Test Ch 5 do before lecture
5	Oct 6	Lecture Ch 5 Physical Dev. Infancy	-	Practice Test Ch 6 do before Lecture Weekly lab Ch 6 do

				before seminar
5	Oct 8	Seminar 5: Test # 1	-Chapter 6	-Test # 1 in Computer Lab
6	Oct 13	Lecture Ch 6 Cognitive Dev. Infancy, Toddlers	-	-Practice Test Ch 7 do before Weekly lab Ch 7 do before seminar
6	Oct 15	Seminar: Discuss lab Ch 6	-Ch 7	-
7	Oct 20	Lecture Ch 7 Emotional and Social Dev.	- Ch 8	-Practice test Ch 8 do before lecture -Weekly Lab Ch 8 do before seminar
7	Oct 22	Seminar .Sharing of Article Review	-	-Weekly 4: Article Review due before Lab
8	Oct 27	Lecture Ch 8 Physical Dev.	- Ch 9	-Practice Test Ch 9 before lecture -Weekly lab Ch 9 before seminar
8	Oct 29	Seminar .Discussion Ch 8 Weekly Lab	-	-
9	Nov 3	Lecture Ch 9 Cognitive Dev	- Ch 10	-Practice Test Ch 10 before lecture Weekly lab Ch 10 before seminar
9	Nov 5	Seminar: Discussion Ch 9 Weekly Lab	-	-
10	Nov 10	Lecture 8 Ch 10 Emotional/Social Dev.	-Ch 11	-Practice Test Ch 11 before lecture -Weekly lab Ch 11 before seminar
10	Nov 12	Seminar Test 2 Ch 6-10	**Test 2 in Seminar in Computer Lab**	-Weekly 6
11	Nov 17	Lecture Ch 11	-Ch 12	- Practice Test Ch 12 before lecture -Weekly lab Ch 12

				before seminar
11	Nov 19	Seminar 11: Discuss findings.		**-Research Papers Due in Seminar:**
12	Nov 24	Lecture: Ch 12 Cognitive Dev	-	- Practice Test Ch 13 before lecture -Weekly lab Ch 13 before seminar
12	Nov 26	Seminar	-	-
13	Dec 1	Lecture: Ch 13 Emotional social Dev.	-	
13	Dec 9	Seminar Ch 13		-
14	Dec 8	Lecture: Review for Test 3		
14	Dec 10	Test #3 in computer lab		

5. Basis of Student Assessment (Weighting

Weekly Assignments and Practice Tests 1% each (20%)
Tests
    #1 10%
    #2 15%
    #3 20%
Article Review 10%
Research Paper (Project) 25%

CASE STUDY (option):
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, theory being tested and conclusion.
2. State how the article is related to or supported by certain developmental theory or theories.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8

80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal:* 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

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.