CAMOSUN COLLEGE	***School of Arts & Science*** ***PSYCHOLOGY DEPARTMENT*** **PSYC 150- 001** **Child Development** **Fall 2010**

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://faculty.camosun.ca/johnconklin
(c)	Location:	Fisher 350c
(d)	Phone:	250-370-3196
(e)	Email:	conklin@camosun.bc.ca [Students use D2L email please)
(f)	website	http://faculty.camosun.ca/johnconklin

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.

D2L (Desire 2 Learn)

The course materials (web-notes, focus topics, course outline and grades) are available in D2L. http://online.camosun.ca/

3. Required Materials

	Text	Berk & Roberts, Laura E.& Roberts, William L. (2009, 3rd Can. ed.). Child Development. Toronto: Pearson (ISBN-13: 978-0-205-66043-8 Access to MyDevelopmentLab

4. Course Content and Schedule

WEEK		TOPIC	READING	ASSIGNMENTS
1	Sept 7	Lecture # 1 ; Introduction and Overview	Berk & Roberts Ch 1: Read before next lecture	See D2L Contents [Weekly assignment and Weekly practice test]
1		First Seminar: Discuss Weekly Assignment #1		
2	Sept 14	Lecture #2 Ch1 History, Theory, and Research Strategies.	Berk & Roberts Ch 2 & 3Read before Lecture	
2		Seminar : Presentations of Weekly Assignment #2, Ch. 1	-	
3	Sept 21	Lecture : Ch 2 Biological and Environmental Foundations	Berk & Roberts Ch 4 and 5 Read before Lecture	
3		Seminar: Weekly Assignment #3:	-	
4	Sept 28	Lecture: Ch 4 & 5 Infancy + Physical	Berk & Roberts Ch 6	
4		Seminar : Weekly **Test 1 Chapters 1-5** **In seminar in computer lab**	--Test is in computer lab	
5	Oct 5	**L**ecture Ch 6 Cognitive Dev		
5			-Chapters 7	

6	Oct 12	Lecture Ch 7 Cog. II	-	
6	Oct 14	**Seminar: Article Review due before seminar.**	-Ch 8	
7	Oct 19	Lecture Ch 8 Intelligence.	- Ch9	
7		Seminar	-	
8	Oct 26	Lecture Ch 9 Language	- Ch 10	
8		Seminar .Discussion Ch 8 Weekly Lab	-	
9	Nov 2	Lecture Ch 10 Emotional	- Ch 11	
9		**Test #2 Chs. in computer lab 6-10**	-	
10	Nov 9	Lecture Ch 11 Self and social	-Ch 12	
10		Seminar Weekly Assignment		
11	Nov 16	Lecture Ch 12 Moral	-Ch 13 **--Second Writeen Assignment due before seminar**	
11		Seminar 11: Discuss findings.		
12	Nov 23	Lecture: Ch 13 Sex Differences and Gender Roles	Ch 14 and 15	
12		Seminar		-
13	Nov 30	Lecture: Ch 14 and 15 Family and Peers	-	
13		Seminar		-

14	Dec 7	**Test 3: 11-15**		

5. Basis of Student Assessment (Weighting

Weekly Assignments and Practice Tests 1% each to a maximum of (20%)

Tests

#1 10%
#2 15%
#3 20%

Article Review 15%

ARTICLE REVIEW:
Review ONE primary research article. 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 only a summary of the theory being investigated. It will be written in APA format which includes a title page, a header with page numbers, the body of the paper and a list of references.

Second Written Assignment 20%

Pick some aspect of a psychological theory that interests you. Read at least two research articles about this theory. Summarize this theory. If at all possible find a child or family and spend some time with them looking for observations about this theory. Comment on how what you have learned about this theory from your observations. This paper should be in the range of 25-500 words (one or two pages). It will have a list of references.

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.