



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 150-B01
Child Development
Fall 2011

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

| | | | |
|-----|---------------|-------------------------------|--------------------|
| (a) | Instructor: | Grace Chan | |
| (b) | Office Hours: | Tue 12:30-2:30, Thu 1:30-3:30 | |
| (c) | Location: | F352 | |
| (d) | Phone: | 3217 | Alternative Phone: |
| (e) | Email: | chang@camosun.bc.ca | |
| (f) | Website: | D2L | |

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Describe the biological, psychological, and social developmental changes that occur from conception through middle childhood.
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 See below
- (b) Other

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments
- (b) Quizzes See below
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

6. Grading System See below

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

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 | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.) |
| 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. |

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Psychology 150-B01 – Fall 2011
Child Development Online

| | | | |
|---------------|---------------------------------------|---------|-----------------------|
| Instructor: | Grace Chan | Phone: | 250-370-3217 |
| Office: | F352 | E-mail: | chang@camosun.bc.ca |
| Office Hours: | see posted times or by appointment | | D2L email (preferred) |

Text

Berger, K.S. (2009). *The developing person through childhood and adolescence*.

New York: Worth.

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 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.

Course Structure:

The course is delivered on the Camosun Desire2Learn system. Course materials are posted online for each chapter. Reading the textbook is essential. There are online quizzes, written assignments, and online discussions. Students will need to be on campus to write 3 tests during the semester. Details will be given at the orientation session in the first week of classes.

ACADEMIC CONDUCT POLICY

There is an Academic 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, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.htm

Course Evaluation:

| Tests | 60% | <ul style="list-style-type: none"> • three tests – 20% each • all tests are based on information from the chapter guides, 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 | 25% | <ul style="list-style-type: none"> • three assignments – (5% each) & one article review (10%) • see separate assignments 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 • quizzes are open book • 2 attempts per quiz – higher mark will count • see class schedule for quizzes due dates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discussions/ Applications | 10% | <ul style="list-style-type: none"> • 10 discussion questions/applications (minimum 200 words) • include <u>one</u> relevant online source in each discussion (provide an internet source <u>or</u> a citation of an academic paper) • see class schedule for due dates – <u>no</u> late | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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></td> <td>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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Psychology 150-B01 – Fall 2011
Course Schedule

| Week | Week of | Topics & Readings | | Due - <u>Sunday 11:59pm</u> | | |
|------|--------------------|--|-------------------------|-----------------------------|------------------|---------------|
| | | | | Discussions | Assignmen | Quizzes |
| 1 | Sept 6- | Introduction | Ch 1 | | | |
| 2 | Sept 12- | Theories of Development | Ch 2 | Discussion #1 | | |
| 3 | Sept 19- | Heredity & Environment | Ch 3 | Discussion #2 | Assignment #1 | |
| 4 | Sept 26 - Oct 2 | Prenatal Development & | Ch 4 | Discussion #3 | | |
| 5 | Oct 3-9 | Test #1 – Ch 1-4 Oct 4 (Tuesday) | | | | Quizzes 1-4 |
| 6 | Oct 10-16 | The first 2 years: Biological Cognitive Psychosocial Early Childhood: Biological Cognitive Psychosocial | Ch 5 | Discussion #4 | Assignment #2 | |
| 7 | Oct 17-23 | | Ch 6 Ch 7 | Discussion #5 | | |
| 8 | Oct 24-30 | | Ch 8 | Discussion #6 | | |
| 9 | Oct 31- Nov 6 | | Ch 9 Ch 10 | Discussion #7 | Assignment #3 | |
| 10 | Nov 7-13 | Test #2 – Ch 5-10 Nov 8 (Tuesday) | | | | Quizzes 5-10 |
| 11 | Nov 14-20 | Middle Childhood: Biological Cognitive Psychosocial Adolescence: Biological Cognitive Psychosocial | Ch 11 | Discussion #8 | Article Abstract | |
| 12 | Nov 21-27 | | Ch 12 Ch 13 | Discussion #9 | | |
| 13 | Nov 28 – Dec 4 | | Ch 14 Ch 15 Ch 16 | | Article Review | |
| 14 | Dec 5-11 | Test #3 – Ch 11-16 Dec 6 (Tuesday) | | Discussion #10 | | Quizzes 11-16 |