



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 150-02
PSYC 150-002IE
Child Development
Winter 2013

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 Informatio

Instructor:	Lisa Gunderson, Ph.D.		
Student Hours:	Wednesdays 1:30-2:30pm		
Location:	F 308B		
Office Phone:	250-370-3695		
Email:	GundersonL@camosun.bc.ca		
Website:			

Welcome to Psychology 150. Please use this syllabus as your source of information regarding the class throughout the semester. Any major changes to the syllabus will be discussed. If my office hours are not convenient for you, please do not hesitate to contact me by phone or e-mail to make an appointment.

2. Course Description and Intended Learning Outcomes

You will learn how children grow and develop physically, intellectually, emotionally, psychologically, and socially from infancy to middle childhood. There is an emphasis on needs at any given age and stage and how these needs can best be met.

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 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

Berger, K.S. (2012). *The Developing Person Through Childhood and Adolescence* (9th Edition). New York: Worth Publishers.

4. Course Content and Schedule

COURSE FORMAT

We meet every Wednesday from 2:30-5:20 in Fisher 306 through April 10th. Each class begins with an overview of the lecture, including the objectives of the afternoon. Class includes lecture, group work, video, guest speakers and demonstrations to highlight various theories and concepts.

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
<u>Week 1: January 9</u>	<u>Introducing Child Development</u> Introduction Welcome & Course Review Defining Development	Chapter 1
<u>Week 2: January 16</u>	<u>Introduction Continued</u> Zooming In and Zooming Out Scientific Method <u>Theories of Development</u> Grand Theories Emergent Theories	Chapter 1 Continued Chapter 2
<u>Week 3: January 23</u>	<u>Heredity and Environment</u> The Genetic Code Multiple Births and Fertility Genetic Counseling and Testing	Chapter 3
<u>Week 4: January 30</u>	<u>Prenatal Development and Birth</u> Zygote to Newborn Premature Birth	Chapter 4
<u>Week 5: February 6</u>	<u>The First Two Years: Biosocial Development</u> Body Changes Brain Development CHAPTER SUMMARY REVIEW DUE TODAY	Chapter 5 Chapters 1-4
<u>Week 6: February 13</u>	<u>The First Two Years: Cognitive Development</u> Sensorimotor Intelligence Object Permanence Language	Chapter 6
<u>Week 7: February 20</u>	<u>The First Two Years: Psychosocial Development</u> Emotional Development Development of Social Bonds	Chapter 7
<u>Week 8: February 27</u>	<u>Early Childhood: Biosocial Development</u> Body Changes MIDTERM 1	Chapter 8 CHAPTERS 5-7
<u>Week 9: March 6</u>	<u>Early Childhood: Biosocial Development Continued</u> Injuries and Abuse <u>Early Childhood: Cognitive Development</u> Piaget and Vygotsky RESPONSE PAPER 1 DUE TODAY	Chapter 8 continued Chapter 9
<u>Week 10: March 13</u>	<u>Early Childhood: Psychosocial Development</u> Emotional Development Punishment	Chapter 10
<u>Week 11: March 20</u>	<u>The School Years: Biosocial Development</u> Children with Special Needs MIDTERM 2	Chapter 11 CHAPTERS 8-10

<u>Week 12: March 27</u>	<u>The School Years: Cognitive Development</u> Language International Achievement Test	Chapter 12
<u>Week 13: April 3</u>	<u>The School Years: Psychosocial Development</u> The Peer Group Bullying	Chapter 13
<u>Week 14: April 10</u>	Conclusion and Overview MIDTERM 3 RESPONSE PAPER 2 DUE BY 5PM ON APRIL 17TH	Chapters 11-13

5. Basis of Student Assessment (Weighting)

I. Assignments – 40%

Over the course of the semester, you have to complete a chapters review assignment (80 points) which consists of answering 40 multiple-choice/true-false questions on chapters 1-4. Next, you have to write two reaction papers on topics discussed in class (@ 80 points each). These 4 page, double-spaced, responses reflect your views and thoughts on the specific topic discussed (e.g., genetic screening). You can receive up to 40 points for the response, 30 points for integrating your text, articles and research in your response, and 10 points for grammar. We will discuss in class the criteria for an "A" response. Responses are due by 2:45 pm. If you turn in your paper after 2:45, it will be considered late, and you will lose 10 points. Papers will NOT be accepted after 5:30pm. Papers will NOT be accepted electronically. **Paper due dates are March 6th and April 17th.**

II. Examinations – 50%

There are three exams. The week prior to the exam, a review sheet is provided. A review session will be held at a time to be determined by the class. The exams are 50 multiple-choice and true/false items (@ 2 points each). Questions are based on all assigned readings and class lectures. Exams are returned during the next class period. If you have any questions or concerns regarding your exam, you have one week to see me. If you use a vocabulary translator/dictionary during an exam, you must use a paper dictionary.

Make-up Exams

The exam dates are: **February 27th, March 20th, and April 10th.** Please check your calendars now. If these dates conflict with religious or cultural observances, a pre-planned trip, or officially approved activities, please come and see me by Wednesday, January 16th to make alternative arrangements.

If you miss an exam due to illness or an extreme personal emergency, please note you must have either written documentation (e.g., a doctor's note) or a verifiable excuse to receive full credit. Note that if you do not have a verifiable excuse, you will receive only 50% of your test score. For example, you miss an exam and you do not have a verifiable reason, if you receive 80/100 points on the make-up, your score drops to 40%. Please note, you must make-up the exam before the next class period and you cannot make-up more than one exam.

III. Class and Group Work Participation – 10%

You are expected to attend all classes. There is information provided in class that is NOT covered in your readings. There are approximately 10 graded in-class & take-home assignments, designed to emphasize certain topics discussed in class. You may make up in-class/group assignments for full credit if you miss class due to a conflict with a religious or cultural observance, traveling for an officially approved activity, or a verifiable medical excuse. If you miss class for any other reason, you will receive a maximum of 50% credit for the assignment. You have only one week to make up the assignment for credit. Please note that some in-class/group assignments cannot be made up because they require your actual presence in class (e.g., role play). Your group assignment is determined in the first week of class.

For the purpose of confidentiality and blind grading, you are assigned a psychology class ID to be used in place of your name throughout the semester. You will use this ID (e.g., name of a city) on all of your assignments and examinations. You will use your name on all in-class and group work. You will be given your ID the first week of class.

If you have any disability please come and see me after class or during office hours to explain your needs and to discuss appropriate ways to make this class a great experience for you. Please bring a verification of your disability or specialist's recommendations for accommodating your needs.

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	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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

Cell phones, PDAs, pagers

Texting and the use of electronic devices, including cell phones, pagers, and any headphone-related musical device is prohibited in this class. Leave electronic devices **off** unless you have someone in the hospital or someone in your care. In the two latter cases, put your cell phone on silent mode. If your cell phone/pager goes off or I notice you texting in class or during group work, you will receive a warning first. If it happens a second time, you will be asked to give up your device for the remainder of class or leave.

If you are completing group work, you will be asked to complete the group work on your own for 1/2 credit. DO NOT make calls or text others at any time during this class, including during a video or DVD. Remember, your phone GLOWS in the dark.

Waste Reduction

In an effort to do my part, I will only supply one hard copy of your syllabus; you can retrieve additional copies of the syllabus off of D2L. Also, please feel free to double-side your assignments. If you use the second side of a used paper, please put a line across the used page.

Withdrawal from the class

The final deadline to withdraw from this class is Wednesday, March 13th.

Be Responsible

Keep track of all your assignments. When you write your response papers **SAVE** a paper copy **AND** a computer disk copy. Keep all your midterm exams. **You will not receive credit for something you said you did if you do not have proof.**

KEEP ALL YOUR WORK UNTIL YOU RECEIVE YOUR FINAL GRADE.

Come Fi A Chat!

We will be discussing many interesting topics in class. Unfortunately, we do not have time to discuss them in depth. So, once a month, come and join me before class for coffee or tea to discuss a particular child development topic. This is a great time to discuss and share your views. Specific dates and topics will be determined in class. I hope you come "fi a chat".

The Student Is...



“...the most important person on the campus.
Without students there would be no need for the institution.
...not a cold enrollment statistic but a flesh and blood human being
with feelings and emotions like our own.
....not someone to be tolerated so that we can do our thing. They are our thing.
...not dependent on us. Rather, we are dependent on them.
...not an interruption of our work, but the purpose of it.
We are not doing them a favor by serving them.
They are doing us a favor by giving us the opportunity to do so.”
Author unknown

I hope you will find this course a valuable, challenging, and enjoyable learning experience.