	School of Arts & Science **DEPARTMENT** **PSYC 274** **Child Development** **Fall, 2014 Online**
CAMOSUN COLLEGE	

COURSE OUTLINE

The course description is online @ http://camosun.ca/learn/calendar/current/web/anth.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

Instructor:	Katrina Gantly		
Office Hours:	Tuesday and Thursday 1 – 2:30 PM and Wednesdays online 5:30 – 8:30		
Location:	Paul 233		
Phone:	250-370-3202	Alternative Phone:	
Email:	gantly@camosun.bc.ca		
Website:	Online.camosun.ca		

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.   Explain the biological, psychological, and social developmental changes that occur from conception to middle childhood.
2.   Select a case study of a child at a particular developmental stage and outline the biological and environment influences upon development.
3.   Analyze and evaluate current research used in the study of child development.

3.   Required Materials

Texts: Child Development by Laura Berk (recommended, not required) – available on CourseSmart

Other: Readings, web-links, videos, notes, assignments, discussions, and research paper available on web-site

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.)

Week	Topics	Assignments
Sept 2-5	Course Outline, introductions, Discussion of what we want in the course	
Sept 8 - 12	Bio-ecological Model and Multi-systemic approaches to development	Assignment 1
Sept 15 - 19	Theories of Development	Assignment 2
Sept 22– 26	Biological Foundations	
Sept 29 - 03	Environmental Foundations	
Oct 6 - 10	Prenatal Development and Birth	Assignment 3
Oct 13 - 17	Newborn Reflexes and Capacities, Parenting Issues	
Oct 20-24	Infant and Toddler Physical Development and Cognitive Development	Assignment 4
Oct 27-31	Infant and Toddler Social Development	
Nov 3-7	Early Childhood Physical Development	Assignment 5
Nov 10 - 14	Early Childhood Cognitive Development	
Nov 17-21	Early Childhood Social Development	Final Paper Due
Nov 24-28	Middle Childhood Physical and Cognitive Development	
Dec 1-5	Middle Childhood Social Development	

5.   Basis of Student Assessment (Weighting)

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

(a) Assignments: Five assignments worth 12% each. I've given you a brief description here. (each assignment is fully outlined under the heading "Assignments" in the content section.)
1. Application of Bronfenbrenner Model to pivotal point in your childhood.
2. Analysis of a case study from 3 different theoretical perspectives
3. A pamphlet for expecting parents high-lighting effects of a teratogen, birth options in BC or parental support of a newborn
4. Observation of a Toddler – Narrative of Development
5. Discussion of Gender Stereotyping and an analysis of toys marketed to boys versus girls

(b) Research Paper: 30% This paper asks the student to observe a child in infancy/toddlerhood, preschool or middle childhood and to conduct some activities aimed at informally assessing cognitive development, physical development or social/emotional development. The student will tie this in to a multi-systemic theory. A detailed summary of the paper will appear under "Research Paper" in the content section.

(c) Participation: 10% Each week, for 10 weeks, you'll be asked to take part in our weekly discussion. A posted discussion point that is relevant to the conversation, and brings insight or demonstrated knowledge to this discussion will be given 1%. A rubric outlining expectations is available under "participation" in content.

6. Grading System
(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	*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, 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 3rd course attempt or at the point of course completion.)*
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.

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