



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-274-D01**  
**Child Development**  
**Fall 2020**

## **COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **Instructor Information**

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|---------------------|-----------------------|
| <b>Instructor</b>   | Katrina Ivanov        |
| <b>Office Hours</b> | By appointment        |
| <b>Location</b>     | Paul 233              |
| <b>Phone</b>        | 250-370-3202          |
| <b>E-mail</b>       | ivanovk@camosun.bc.ca |
| <b>Website</b>      | online.camosun.bc.ca  |

### **Intended Learning Outcomes**

Upon completion of this course a 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.

### **Required Materials**

**Texts:** There isn't a textbook required for this course. Instead, there are a series of readings that will be provided for you online, with each module.

**Other:** This course is entirely online and is asynchronous (this means the content for the entire course is available to you and you are free to work through entirely at your own pace). Below is a list of the modules, their numbers and the content and assignments associated with each module.

## Course Content and Schedule

| Module | Topics   | Assignments                  |
|--------|--|------------------------------|
| First  | Procrastination<br>Academic Honesty  | Discussion 1                 |
| 1      | Introduction to Child Development<br>Bio-ecological Model and Multi-systemic approaches to development | Assignment 1                 |
| 2      | Theories of Development  |                              |
| 3      | Biological and Environmental Foundations   |                              |
| 4      | Prenatal Development and Birth   | Assignment 2                 |
| 5      | Newborn Reflexes and Capacities, Parenting Issues  |                              |
| 6      | Infant and Toddler Physical Development and Cognitive Development                                      |                              |
| 7      | Infant and Toddler Social Development  | Assignment 3                 |
| 8      | Early Childhood Physical Development   |                              |
| 9      | Early Childhood Cognitive Development  |                              |
| 10     | Early Childhood Social Development   | Assignment 4                 |
| 11     | Middle Childhood Physical and Cognitive Development  |                              |
| 12     | Middle Childhood Social Development  | Final Paper                  |
|        | Special Interest Topics  | Discussion 2<br>Discussion 3 |

### Basis of Student Assessment (Weighting)

**Assignments:** These will ask you to explore developmental theory and concepts in more depth. They will have you looking at multi-cultural perspectives, your own sources of influence for development, and research in varied educational practices, along with other options. There are 4 in total, and will be worth 15% each for a total of 60% from assignments.

**Final Paper:** This paper asks the student to observe a child in infancy/toddlerhood, preschool or middle childhood (due to covid, videos will be provided) and to observe and analyze cognitive development, physical development or social/emotional development. The student will tie their findings to a multi-systemic theory. A detailed summary of the paper will appear under “Research Paper” in the content section. The paper will be worth 28% of the final grade

**Discussion 1:** This must be completed prior to any assignments. You’ll be asked to review a TED talk discussing procrastination with and without deadlines, and you’ll be asked to read a document about what it means to practice academic honesty. Details about what to cover in your discussion will be posted in the discussion forum called “Discussion 1” (worth 2% of your final grade)

**Discussions 2 and 3:** Because this course covers physical, cognitive and social development from prenatal to middle childhood, there isn’t a lot of opportunity to explore all topics in a lot of depth. At the end of the modules there will be six additional learning units going into depth about a variety of topics in developmental psychology. Some of these will be generated in response to class interest, and others will be generated due to their importance. You will choose two of these topics, read them, and then post a discussion point on each, so that you can share opinions, resources and thoughts with peers. There will be two of these worth 5% each for a total of 8% from Discussions.

**Please Note: All material must be submitted by 11:59 PM December, 14<sup>th</sup> in order to count toward your final grade. Because this course is self-paced, there will be no exceptions.**

## 6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. 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 |

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course, practicum or field placement.   |
| DST   | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC    | The student has not met the goals, criteria or competencies established for this course, practicum or field placement.  |

## B. 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 <http://camosun.ca/about/policies/index.html> 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 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              | <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. |