



COURSE OUTLINE

PSYC 205

CHILD DEVELOPMENT

45 HOURS  
3 CREDITS

PREPARED BY: \_\_\_\_\_  
Dr. R. James McClelland, Instructor

DATE: \_\_\_\_\_

APPROVED BY: ALR  
Dr. Andrew Richardson, Dean

DATE: \_\_\_\_\_

**YUKON COLLEGE**

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Course Outline prepared by Dr. R. James McClelland, October 2014.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4



APPLIED ARTS DIVISION  
Child Development  
3 Credit Course  
Winter Semester, 2015

## CHILD DEVELOPMENT

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**INSTRUCTOR:** R. James McClelland, Ph.D.      **OFFICE HOURS:** M/W 1:00 -2:30  
**OFFICE LOCATION:** A2911A      **CLASSROOM:** TBA  
**E-MAIL:** [jmcclelland@yukoncollege.yk.ca](mailto:jmcclelland@yukoncollege.yk.ca)      **TIME:** 7:00 p.m.- 10:00 p.m.  
**TELEPHONE:** 668-8867      **DATES:** Tuesday

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### COURSE CALENDAR

The physical, cognitive, and social aspects of child development are studied. Applications of these theories and findings are also considered.

### COURSE DESCRIPTION

This course presents a broad introduction to the area of developmental psychology. The physical, cognitive, and social aspects of child development will be introduced in this course. There will be a focus on the research methods, theories, and findings in the field of child development. Application of these theories and findings will be considered, as well as topics including parenting and positive supports, attachment theory, child psychopathology, and learning challenges.

### PREREQUISITES

PSYC 100 or 101

### EQUIVALENCY OR TRANSFERABILITY

CAMO PSYC 150 (3)	KWAN PSYC 2320 (3)	SFU PSYC 250 (3)
TRU PSYC 2130 (3)	TRU-OL PSYC 2131 (3)	TWU PSYC 200 lev (3)
UBC PSYC (3)	UBCO PSYO 2nd (3)	UNBC PSYC 2XX (3)

UVIC PSYC 200 lev (1.5) VIU PSYC 112 (3)

## LEARNING OUTCOMES

Upon successful completion of the course, which includes timely submission of *all* assignments, students will be able to:

- develop an understanding of child development including physical, cognitive, and social development
- demonstrate an understanding of child psychology terminology and explain important features of child psychological concepts and theories
- demonstrate an understanding of controversial issues in child psychology
- demonstrate critical thinking skills as they apply to aspects of child psychology
- demonstrate research and writing skills
- evaluate his/her own attitudes (against a political and societal backdrop of labeling and treatment), within a psychological context, toward aspects of child psychology covered in the course.

## COURSE FORMAT

The course will consist of lectures, class discussions, debates, demonstrations, and supplementary audio-visual materials.

## ATTENDANCE AND ASSIGNMENTS

Students are expected to attend regularly, complete all assignments, and to participate actively in class discussions. Since a large portion of the examinable material will be based on classroom information, attendance is critical. If you miss a class, please arrange with another student to take notes and to inform you of in-class experiences. Students are responsible for obtaining handouts and completing assignments for any classes missed. Class discussion is an important element in this course. Students will be responsible for the readings assigned and should be prepared to discuss these readings and share their insights in class.

All written assignment must be handed in by 7:00 pm on the due date. There is a penalty for late assignments of 10% per day, including weekends. Only in extreme, unforeseen circumstances will a late assignment be accepted without penalty.

## ASSESSMENTS

**Attendance/Participation** 5%

Regular attendance and participation in class are expected. Missed classes will result in a reduction of the attendance mark.

**Midterm Exam** Due: February 17<sup>th</sup> 30%

The mid-term is scheduled for February 17<sup>th</sup> and will be a multiple choice exam.

**Paper Assignment/Critical Response Journal/Application of Theory**  
Due: March 24<sup>th</sup> 25%

The paper assignment option will require students to choose a topic that is relevant to child development. The paper should be a type of meta-analysis of a topic or follow the development of a thesis question and reflect a practical application of the academic concept. Students are expected to follow the conventions of grammar, spelling and punctuation in academic writing. Arguments should be logical and coherent, supported by evidence from the literature or primary sources, and should always reference the author of such works. Written assignments should be word-processed and double-spaced. Students are expected to follow APA writing standards. Students are encouraged to review the paper rubric.

The critical response journal option will involve providing a critical analysis and personal applications for five units selected from the textbook. Each critical response journal will be valued at 5% for a total of 25%. The critical response journal should reflect the student's knowledge of the chapter concepts, identify key ideas, show evidence that thought has been put into how the chapter relates to the student's experiences of self and others, and demonstrate critical thinking. Students should review the critical response journal rubric and obtain the example of an appropriate critical response journal.

The application of theory option involves selection of three developmental theorists and a brief explanation of their respective theories. The focus of the assignment is on how one can apply these theories in a chosen practice and profession with various ages or stages of development.

**Final Exam** Due: Exam Week 40%

The final exam will be comprehensive and take place during the regularly scheduled exam period (Dec. 13 - 24). It will be 3 hours in duration and will contain multiple choice, short answer, and essay questions. Students must achieve a passing grade of 50% on the final examination in order to pass the course. A failed final exam will result in a failed course.

Alternate arrangements will not be made for students unable to write the final examination at the scheduled time/date unless exceptional circumstances prevail and the instructor has given approval in advance.

All evaluative components for this course are compulsory, and must be completed in order to pass the course.

## **REQUIRED TEXTBOOKS AND MATERIALS**

Younger, A., Adler, S., Miller, S., & Vasta, R.,. (2012). *Child psychology (Third Canadian edition)*. Mississauga, Ontario: John Wiley & Sons.  
Purchase ISBN 9781118033913 which provides access to Wiley Plus.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g.,

email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## TOPIC OUTLINE

**PSYC 205 – Winter 2015 – Syllabus**

**Dr. R. James McClelland**

Note:

- All scheduled readings must be done ahead of time, i.e., before they are discussed in class.
- The following schedule of readings is tentative; specified texts may be dropped and others added depending on the pace of the class.
- For extra help with any writing make an appointment (online or in person) with the Writing Centre.
- For help with any learning problems make an appointment (online or in-person) with the Learning Assistance Centre.

### **January 6**

- WELCOME
  - Introductions
  - Course outline and Syllabus
  - Assignments/presentation
  - Use of textbook and supplemental materials
- BACKGROUND AND THEORIES (CHAPTER 1)
  - Developmental psychology and its roots
  - Issues in developmental psychology
  - Theories of development: cognitive-developmental approaches
  - Theories of development: the sociocultural approach
  - Theories of development: environmental/learning approaches
  - Theories of development: evolutionary and biological approaches
  - Conclusions

### **January 13**

- RESEARCH METHODS (CHAPTER 2)
  - Scientific research
  - Types of research
  - Studying development
  - Other research tactics
  - Ethical issues
  - Conclusion
- GENETICS: THE BIOLOGICAL CONTEXT OF DEVELOPMENT (CHAPTER 3)
  - Mechanisms of inheritance
  - Genetic disorders

### **January 20**

- GENETICS: THE BIOLOGICAL CONTEXT OF DEVELOPMENT (CHAPTER 3 CONTINUED)

- Studying the effects of genes on behaviour
- Models of gene-environment interaction
- PRENATAL DEVELOPMENT (CHAPTER 4)
  - Stages of prenatal development
  - Teratology
  - Natural challenges
  - Preventing, detecting, and treating birth defects
  - Conclusion

**January 27**

- PHYSICAL DEVELOPMENT: BIRTH, MOTOR SKILLS, AND GROWTH (CHAPTER 5)
  - Birth and the perinatal period
  - The organized newborn
  - Motor development
  - The human brain
  - Physical growth
- SENSORY AND PERCEPTUAL DEVELOPMENT (CHAPTER 6)
  - Issues in the study of perceptual development
  - Touch and pain, smell and taste, motion and balance
  - Hearing

**February 3**

- SENSORY AND PERCEPTUAL DEVELOPMENT (CHAPTER 6 CONTINUED)
  - Vision
  - Intermodal perception
  - Attention and Action
- COGNITIVE DEVELOPMENT: THE PIAGETIAN APPROACH (CHAPTER 7)
  - Piaget's theory
  - Cognition during infancy: the sensorimotor period
  - Thought in the preschooler: the preoperational period
  - Middle-childhood intelligence: the concrete operational period
  - Adolescent and adult: the formal operational period
  - Evaluation of Piaget's theory
  - Cognitive change
  - New directions

**February 10**

- COGNITIVE DEVELOPMENT: THE INFORMATION-PROCESSING APPROACH (CHAPTER 8)
  - The nature of the information-processing approach
  - Memory in infancy
  - Memory in older children

- Number
- Problem solving
- Cognitive change

- REVIEW FOR MID-TERM EXAM (CHAPTER 1-8)

### **February 17**

- MID-TERM EXAM (1.5 HOURS)
- COGNITIVE DEVELOPMENT: THE SOCIOCULTURAL APPROACH (CHAPTER 9)
  - Nature of the approach
  - Object exploration, tool use, and play

### **February 24**

- COGNITIVE DEVELOPMENT: THE SOCIOCULTURAL APPROACH (CHAPTER 9 CONTINUED)
  - Memory
  - Self-regulation
  - Peer interaction and cognitive change
  - Cultural artifacts and material tools
- INTELLIGENCE AND SCHOOLING (CHAPTER 10)
  - The nature of IQ tests
  - Issues in the study of intelligence
  - Contributions of the environment
  - Schooling: variations and effects
  - Alternative conceptions of intelligence

### **March 3**

- LANGUAGE DEVELOPMENT (CHAPTER 11)
  - Theories of language development
  - The preverbal period
  - Semantics
  - Grammar
  - Pragmatics
- EARLY SOCIAL AND EMOTIONAL DEVELOPMENT (CHAPTER 12)
  - Theories of early social development
  - Mutual regulation between infants and caregivers
  - Temperament

### **March 10**

- EARLY SOCIAL AND EMOTIONAL DEVELOPMENT (CHAPTER 12 CONTINUED)
  - Attachment
  - Effects of early experience
  - Conclusion
- DEVELOPMENT OF THE SELF (CHAPTER 13)

- Theories of the self
- Self-knowledge
- Self-evaluation
- Self-regulation
- Conclusion

### **March 24**

- MORAL DEVELOPMENT (CHAPTER 14)
  - Theories of moral development
  - Moral reasoning
  - Prosocial behaviour
  - Aggression
  - Conclusion
- FAMILIES AND PEERS (CHAPTER 15)
  - Theories of socialization
  - Socialization within the family
  - The family as a system
- PAPER ASSIGNMENT DUE

### **March 31**

- FAMILIES AND PEERS (CHAPTER 15 CONTINUED)
  - Socialization by peers
  - Variations in peer relations
  - Family and peers
- GENDER-ROLE DEVELOPMENT AND SEX DIFFERENCES (CHAPTER 16)
  - Theories of gender-role development and sex differences
  - Some perceived and real sex differences
  - Biological influences on gender-role development
  - Socialization and gender-role development
  - Understanding gender roles and stereotypes
  - Development of sexual relationships and behaviour

### **April 7**

- SUMMARY AND REVIEW

### **April 13–24**

- EXAM PERIOD
  - PSYC 205 Exam Date and Time TBA