

APPLIED ARTS DIVISION
School of Liberal Arts
Winter Semester, 2016



COURSE OUTLINE

PSYC 205

CHILD DEVELOPMENT

**45 HOURS
3 CREDITS**

PREPARED BY: Dr. James McClelland

DATE: 30 November, 2015

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL:

DATE:

RENEWED BY ACADEMIC COUNCIL:

DATE:



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CHILD DEVELOPMENT

INSTRUCTOR: James McClelland, Ph.D.	OFFICE HOURS: M/W 2:30 - 3:30
OFFICE LOCATION: A2911A	CLASSROOM: A2206
E-MAIL: jmccllelland@yukoncollege.yk.ca	TIME: 4:00 - 7:00 p.m.
TELEPHONE: (867) 668-8867	DATES: 11 January to 27 April, Mondays

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

None.

EQUIVALENCY OR TRANSFERABILITY

AU PSYC 323 (3) & AU PSYC 228 (0) ; Precludes AU Psyc 228
CAMO PSYC 150 (3) KPU 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) UAF EC 245s (3) UAS PSYC S2 (3)
UR PSYC 200L (3)

This information refers to the current course and is taken from the BC Transfer Guide. Please consult bctransferguide.ca for the complete list of transferability that includes older versions of this course. This course is accepted for transfer by other institutions on a case-by-case basis. For more information about transferability please contact

the Liberal Arts Office.

LEARNING OUTCOMES

Upon successful completion of the course, 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.

COURSE REQUIREMENTS

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 4:00 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

10%

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

Midterm Exam

Due: February 29th

30%

The mid-term is scheduled for February 29th and will be a multiple choice exam.

Paper Assignment/Critical Response Journal/Application of Theory

Due: March 21st

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.

OR

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.

OR

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

35%

The final exam will be comprehensive and take place during the regularly scheduled exam period (April 13 - 27). 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.

EVALUATION

Attendance/Participation	10%
Midterm Exam	30%
Paper Assignment/Critical Response Journal/Application of Theory	25%
Final Exam	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Berk, L. E. (2013). *Child development (9th ed.)*. Toronto: Pearson. Purchase ISBN 9780205950874 which provides access to My Development Lab.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

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.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

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.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson 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 Fuze, Skype or phone). For further information or to book an appointment, visit the Centre's website: yukoncollege.yk.ca/student_info/pages/writing_centre

TOPIC OUTLINE

PSYC 205 - Winter 2016 - Syllabus Dr. James McClelland

January 11

1. WELCOME
 - 1.1. Introductions
 - 1.2. Course Outline and Syllabus
 - 1.3. Assignments Review
 - 1.4. Use of Textbook and Supplemental Materials
2. INTRODUCTION TO THE THEORIES OF HUMAN DEVELOPMENT
 - 2.1. The Value of Theories
 - 2.1.1. Four Fundamental Questions of Development
 - 2.2. The Early History of Child Study
 - 2.3. Yukon First Nations World View
 - 2.4. Two Worldviews -Locke versus Rousseau

January 18

3. THEORY AND RESEARCH IN CHILD
 - 3.1.1. History, Theory, and Applied Directions (CHAPTER 1)
 - 3.1.1.1. The Field of Child Development
 - 3.1.1.2. Basic Issues
 - 3.1.1.3. Historical Foundations

- 3.1.1.4. Mid-Twentieth-Century Theories
- 3.1.1.5. Recent Theoretical Perspectives
- 3.1.1.6. Comparing Child Development Theories
- 3.1.1.7. Applied Directions: Child Development & Social Policy
- 4. THEORY AND RESEARCH IN CHILD
 - 4.1.1. Research Strategies (CHAPTER 2)
 - 4.1.1.1. From Theory to Hypothesis
 - 4.1.1.2. Common Research Methods
 - 4.1.1.3. Reality and Validity: Keys to Scientifically Sound Research
 - 4.1.1.4. General Research Designs
 - 4.1.1.5. Designs for Studying Development
 - 4.1.1.6. Ethics in Research on Children

January 25

- 5. FOUNDATIONS OF DEVELOPMENT
 - 5.1.1. Biological Foundations, Prenatal Development, & Birth (CHAPTER 3)
 - 5.1.1.1. Genetic Foundations
 - 5.1.1.2. Reproductive Choices
 - 5.1.1.3. Prenatal Development
 - 5.1.1.4. Prenatal Environmental Influences
 - 5.1.1.5. Childbirth
 - 5.1.1.6. Approaches to Childbirth
 - 5.1.1.7. Birth Complications
 - 5.1.1.8. Heredity, Environment, & Behavior: A Look Ahead
- 6. FOUNDATIONS OF DEVELOPMENT
 - 6.1.1. Infancy: Early Learning, Motor Skills, & Perceptual Capacities (CHAPTER 4)
 - 6.1.1.1. The Organized Infant
 - 6.1.1.2. Motor Development in Infancy
 - 6.1.1.3. Perceptual Development in Infancy
 - 6.1.1.4. Early Deprivation & Enrichment: Is Infancy a Sensitive Period of Development?
 - 6.1.1.5. Childbirth
- 7. A BRIEF INTRODUCTION TO FREUD
 - 7.1.1. Freud's Psychodynamic Theory
 - 7.1.2. How We Gain Contact with Reality -the Ego
 - 7.1.3. Freud's Psycho-Sexual Stages

February 1

- 8. FOUNDATIONS OF DEVELOPMENT
 - 8.1.1. Physical Growth (CHAPTER 5)
 - 8.1.1.1. The Course of Physical Growth
 - 8.1.1.2. Brain Development

8.1.1.3. Factors Affecting Physical Growth

February 8

9. FOUNDATIONS OF DEVELOPMENT

9.1.1. Physical Growth (CHAPTER 5) continued

- 9.1.1.1. Puberty: The Physical Transition to Adulthood
- 9.1.1.2. The Psychological Impact of Pubertal Events
- 9.1.1.3. Puberty and Adolescent Health

February 15

10. COGNITIVE AND LANGUAGE DEVELOPMENT

10.1.1. Cognitive Development: Piagetian, Core Knowledge , and Vygotskian Perspective (CHAPTER 6)

- 10.1.1.1. Piaget's Cognitive-Developmental Theory
- 10.1.1.2. The Sensorimotor Stage: Birth to 2 Years
- 10.1.1.3. The Preoperational Stage: 2 to 7 Years
- 10.1.1.4. The Concrete Operational Stage: 7 to 11 Years
- 10.1.1.5. The Formal Operational Stage: 11 Years and Older
- 10.1.1.6. Piaget and Education
- 10.1.1.7. Overall Evaluation of Piaget's Theory
- 10.1.1.8. The Core Knowledge Perspective
- 10.1.1.9. Vygotsky's Sociocultural Theory
- 10.1.1.10. Vygotsky and Education
- 10.1.1.11. Evaluation of Vygotsky's Theory

11. COGNITIVE AND LANGUAGE DEVELOPMENT

11.1.1. Cognitive Development: An Information-Processing Perspective (CHAPTER 7)

- 11.1.1.1. The Information-Processing Approach
- 11.1.1.2. A General Model of Information Processing
- 11.1.1.3. Developmental Theories of Information Processing
- 11.1.1.4. Attention
- 11.1.1.5. Memory
- 11.1.1.6. Metacognition
- 11.1.1.7. Applications of Information Processing for Academic Learning
- 11.1.1.8. Evaluation of the Information-Processing Approach

February 29

- Mid-Term Exam

March 7

12. COGNITIVE AND LANGUAGE DEVELOPMENT

12.1.1. Intelligence (CHAPTER 8)

- 12.1.1.1. Definitions of Intelligence
- 12.1.1.2. Recent Advances in Defining Intelligence

- 12.1.1.3. Measuring Intelligence
- 12.1.1.4. What Do Intelligence Tests Predict, and How Well?
- 12.1.1.5. Ethnic and Socioeconomic Variations in IQ
- 12.1.1.6. Explaining Individual and Group Differences in IQ
- 12.1.1.7. Early Intervention and Intellectual Development
- 12.1.1.8. Giftedness: Creativity and Talent

13. COGNITIVE AND LANGUAGE DEVELOPMENT

- 13.1.1. Language Development (CHAPTER 9)
 - 13.1.1.1. Components of Language
 - 13.1.1.2. Prelinguistic Development: Getting Ready to Talk
 - 13.1.1.3. Phonological Development
 - 13.1.1.4. Semantic Development
 - 13.1.1.5. Grammatical Development
 - 13.1.1.6. Pragmatic Development
 - 13.1.1.7. Development of Metalinguistic Awareness
 - 13.1.1.8. Bilingualism: Learning Two Languages in Childhood

March 14

14. PERSONALITY AND SOCIAL DEVELOPMENT

- 14.1.1. Emotional Development (CHAPTER 10)
 - 14.1.1.1. Functions of Emotion
 - 14.1.1.2. Development of Emotional Expression
 - 14.1.1.3. Understanding and Responding to the Emotions of Others
 - 14.1.1.4. Treatment and Development
 - 14.1.1.5. Development of Attachment
 - 14.1.1.6. Attachment, Parental Employment, and Child Care

15. PERSONALITY AND SOCIAL DEVELOPMENT

- 15.1.1. Self and Social Understanding (CHAPTER 11)
 - 15.1.1.1. Emergence of Self and Development of Self-Concept
 - 15.1.1.2. Self-Esteem: The Evaluative Side of Self-Concept
 - 15.1.1.3. Constructing an Identity: Who Should I become?
 - 15.1.1.4. Thinking About Other People
 - 15.1.1.5. Understanding Conflict: Social Problem Solving

March 21

- Paper Assignment/Critical Response Journal/Application of Theory DUE

16. PERSONALITY AND SOCIAL DEVELOPMENT

- 16.1.1. Moral Development (CHAPTER 12)
 - 16.1.1.1. Morality as Rooted in Human Nature
 - 16.1.1.2. Morality as the Adoption of Societal Norms
 - 16.1.1.3. Morality as Social Understanding
 - 16.1.1.4. Development of Morally Relevant Self-Control
 - 16.1.1.5. The Other Side of Self-Control: Development of Aggression

17. PERSONALITY AND SOCIAL DEVELOPMENT

- 17.1.1. Development of Sex Differences (CHAPTER 13)
 - 17.1.1.1. Gender Stereotypes and Gender Roles
 - 17.1.1.2. Influence on Gender Stereotyping and Gender-Role Adoption
 - 17.1.1.3. Gender Identity
 - 17.1.1.4. To What Extent Do Boys and Girls Really Differ in Gender-Stereotyped Attributes?
 - 17.1.1.5. Developing Non-Gender-Stereotyped Children

April 4

18. CONTEXTS FOR DEVELOPMENT

- 18.1.1. The Family (CHAPTER 14)
 - 18.1.1.1. Origins and Functions of the Family
 - 18.1.1.2. The Family as a Social System
 - 18.1.1.3. Socialization Within the Family
 - 18.1.1.4. Family Lifestyles and Transitions
 - 18.1.1.5. Vulnerable Families: Child Maltreatment

19. CONTEXTS FOR DEVELOPMENT

- 19.1.1. Peers, Media, and Schooling (CHAPTER 15)
 - 19.1.1.1. Peer Relations
 - 19.1.1.2. Media
 - 19.1.1.3. Schooling

April 11

- Summary and Catch-Up

April 13-27

- Exam Period
 - PSYC 205 Exam Date and Time TBA