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: jmcclelland@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 2\textsuperscript{nd} (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

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<thead>
<tr>
<th>Attendance/Participation</th>
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<tr>
<td>Midterm Exam</td>
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<td>Paper Assignment/Critical</td>
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<td>Response Journal/Application</td>
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<td>Final Exam</td>
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REQUIRED TEXTBOOKS AND MATERIALS


ACADEMIC AND STUDENT CONDUCT

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

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