

Columbia College
Child Development: An Introduction (PSYC106)
Lecture 1
Course Outline

Semester Dates: October 09, 2017 to November 12, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Susan Mercer-Thornhill, *MSW, RSW*

Email: susant@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 803-306

Credit: 3.0

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Course Description:

In this course we will explore child developmental to prepare learners for work with children in a variety of settings. Specifically, the course will explore the theories and research that have shaped our understanding of human development. The course will also examine the various stages of physical, cognitive, intellectual, sexual, social, perceptual, language, personality, and moral growth from birth to adolescence. In addition, the course will explore the development of relationships, self, gender, and sex roles in youth, and how the family, school, peers, media, and culture influence such development. Finally, a review of atypical development in children will be covered.

Course Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand the basic issues in the study of child development, including theories, research designs and methods
- Become familiar with the stages and potential problems in prenatal development
- Understand behavior and health and wellness in birth and early infancy
- Understand physical development in children, including various systems (brain, nervous, endocrine, and reproductive); sexual behavior in adolescence; size, shape, and skills; and health and wellness
- Discuss perceptual development in children, including sensory and perceptual skills, object concept, and perception of social signals
- Understand cognitive development in children, including structure, process, and individual differences in intelligence and cognitive abilities
- Identify the process of language development and apply it to case studies
- Describe how personality development occurs and analyze its effect on the child as they age
- Analyze the development of concepts of self, gender, and sex roles and how this development is reflected in issues surrounding these experiences
- Discuss the development of social relationships with parents and peers
- Understand the social-cognitive and moral development in relationships
- Become familiar with the child within the family system, including structure, divorce and parenting styles, and employment
- Understand cultural environmental impacts on child development, including school and media
- Analyze atypical development, including attention, intellectual, and social growth and how this development influences child growth and maturity.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Boyd, D. and Bee, H. (2012). *The Developing Child Thirteenth Edition*. New Jersey: Pearson.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an APA document guide (5th ed.)*. Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read chapters one and two of your text.
- As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
- Prepare for a test on the assigned readings.
- Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Resource Spreadsheet	Class 5	15%
Research assignment	Class 8	25%
Tests	Daily	20%
Summary Activities	Daily	10%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions • Introduce Syllabus and Text • Discuss Class Assignments • Chapter 1: Basic Issues in the Study of Development • Chapter 2: Prenatal Development 	<ul style="list-style-type: none"> • Chapter 1 and 2
2	<ul style="list-style-type: none"> • Chapter 3: Birth and Early Infancy • Chapter 4: Physical Development 	<ul style="list-style-type: none"> • Chapter 3 and 4
3	<ul style="list-style-type: none"> • Chapter 5: Perceptual Development • Chapter 6: Cognitive Development I: Structure and Process 	<ul style="list-style-type: none"> • Chapter 5 and 6
4	<ul style="list-style-type: none"> • Chapter 7: Cognitive Development II: Individual Differences in Cognitive Abilities • Chapter 8: The Development of Language 	<ul style="list-style-type: none"> • Chapter 7 and 8
5	<ul style="list-style-type: none"> • Chapter 9: Personality Development: Alternative Views • Chapter 10: Concepts of Self, Gender, and Sex Roles 	<ul style="list-style-type: none"> • Chapter 9 and 10 • Resource Spreadsheet Due
6	<ul style="list-style-type: none"> • Chapter 11: The Development of Social Relationships • Chapter 12: Thinking About Relationships: Social-Cognitive and Moral Development 	<ul style="list-style-type: none"> • Chapter 11 and 12
7	<ul style="list-style-type: none"> • Chapter 13: The Ecology of Development: The Child within the Family System 	<ul style="list-style-type: none"> • Chapter 13
8	<ul style="list-style-type: none"> • Chapter 14: Beyond the Family: The Impact of the Broader Culture 	<ul style="list-style-type: none"> • Chapter 14 • Research Assignment Due
9	<ul style="list-style-type: none"> • Chapter 15: Atypical Development • Review 	<ul style="list-style-type: none"> • Chapter 15
10	<ul style="list-style-type: none"> • Final Exam – 3 hours 	

Appendix 1 Assignment Outlines

Please Note: All assignments, quizzes, and final exam must be completed in order to pass this course.

Assignment: Build a Resource Spreadsheet

Due Date: Class 5

Weight: 15%

Students will be expected to build a spreadsheet on Excel based on the resources provided and their own research. The spreadsheet should follow the format shown below. These resources are meant to help students better understand human development and how it supports their work in Human Services Profession.

- Resource 1: <http://www.institute4learning.com/resources/articles/the-12-stages-of-life/>
- Resource 2: <https://childdevelopmentinfo.com/child-development/normaldevelopment/#.WcFVdNWPJ9M>
- Add Your Own

Online Resource	Name of Organization	Purpose	Main Lessons	Use in Your Career
Resource 1 (Website link)				
Resource 2 (Website Link)				
Add Your Own (Website Link)				

Research Assignment

Due Date: Class 8

Weight: 30%

Description: This assignment will enable you to explore an area within the field of Child Development and apply it to the classroom. You have explored the various domains of child development, including cognitive, physical, and social-emotional. These three domains are closely interrelated. You are to choose one of these areas, and explore the topic more thoroughly than is presented in the text.

Explain how you could successfully integrate your learning of a given area into the classroom so that children can develop in the best way possible. What are the implications if this is not done?

Your research assignment is not to be a review of material in the text, but rather an expanded, more thorough learning that may be relevant to you now or in the future. Use APA standards and provide at least *three to four academic references* from academic sources like Gale and Google Scholar, in addition to the course text. Minimum length is 1250 words and maximum length is 1400 words. Students will be evaluated according to the Research Rubric attached.

Please go to your Moodle site for this course and use the Word template prepared for you (E-brary). You do not include the words Running Head or write an Abstract for this paper. Information is provided on how to electronically manage your sources and easily prepare a correct References page. How to format your paper is included in the E-Brary. You may also use your Cites Handbook as the official source for APA at Columbia College.

Tests

Due Date: Each class from classes 1 through 8.

Weight: 20%

Description: Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Summary Activities**Due Date: Daily****Weight: 10%**

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". You will be evaluated using the Short Writing Reflective Rubric.

Final Exam**Due Date: Class 10****Weight: 30%**

Description: Students will be required to write a final exam consist of multiple-choice questions covering the content of classroom learning and assigned text and other readings.

Appendix 2
Assignment Rubrics
Columbia College
Research Rubric
 Last Revised: July 2017

Student's Name _____ **Course Code** _____ **Date** _____ **Facilitator/Evaluator's Name** _____

Area	A 15-14	B 13-11	C-D 10-8	F 7-0	Score
Content, Ideas, Analysis, Depth of Discussion	<ul style="list-style-type: none"> • Clear research focus. Thesis is clearly stated. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. • Quality of research is excellent 	<ul style="list-style-type: none"> • Reasonably clear research focus and thesis. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. • Quality of research is good. 	<ul style="list-style-type: none"> • Research focus is not totally clear. Thesis is needs development. • Displays limited basic knowledge of the topic. • .Displays limited critical analysis, synthesis, and evaluation of information. • Most statements are unsupported with evidence and examples. • Quality of research could be improved. 	<ul style="list-style-type: none"> • Research focus is unclear. No thesis is presented. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. • No support for statements made. • Quality of research is poor. 	
Area	5	4	3	2-0	
Use of Supporting Evidence	<ul style="list-style-type: none"> • Uses relevant, timely, extensive and varied sources to convince. • Uses paraphrasing and summarizing expertly. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses relevant, timely and varied sources to convince. • In most cases paraphrasing and summarizing is well done. • Quotes and evidence are integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses limited resources that are not well selected to support the response. • Uses limited paraphrasing and summarizing. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Lacks fundamental resources to write an effective response. • Inadequate reference support. • Inadequate use of paraphrasing and summarizing. • Quotes and evidence not integrated into sentences and overall paper. 	

Area	5	4	3	2-0	
<p>Mechanics, Grammar, Professional Format</p>	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and has errors. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. 	

Total Score out of 25:

Facilitator/Evaluator's Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments: