

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

Semester Dates: July 30, 2018 to September 01, 2018

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: Kris McNab

Email: kris.mcnab@columbia.ca

Class Time: 5:30 pm – 9:30 pm (Thur.); 1:00 pm– 5:00 pm (Sat.)

Room: 805-109

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 1-3 of your text in preparation for your first Saturday class.
- 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
Writing Assignment A	Class 3	20%
Writing Assignment B	Class 6	20%
Daily Tests	Class 1 – 9	20%
Final exam	Class 10	40%

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) and write the final exam.

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
Class 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 • Chapter 3: Birth and Early Infancy 	<ul style="list-style-type: none"> • Chapters 1 - 3
Class 2	<ul style="list-style-type: none"> • Chapter 4: Physical Development • Chapter 5: Perceptual Development 	<ul style="list-style-type: none"> • Chapters 4-5
Class 3	<ul style="list-style-type: none"> • Chapter 6: Cognitive Development I: Structure and Process • Chapter 7: Cognitive Development II: Individual Differences in Cognitive Abilities 	<ul style="list-style-type: none"> • Chapters 6-7
Class 4	<ul style="list-style-type: none"> • Chapter 8: The Development of Language • Chapter 9: Personality Development: Alternative Views 	<ul style="list-style-type: none"> • Chapters 8- 9 • Writing Assignment A Due
Class 5	<ul style="list-style-type: none"> • Chapter 10: Concepts of Self, Gender, and Sex Roles • Chapter 11: The Development of Social Relationships 	<ul style="list-style-type: none"> • Chapters 10,11
Class 6	<ul style="list-style-type: none"> • Chapter 12: Thinking About Relationships: Social-Cognitive and Moral Development 	<ul style="list-style-type: none"> • Chapter 12 • Writing Assignment B Due
Class 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
Class 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
Class 9	<ul style="list-style-type: none"> • Chapter 15: Atypical Development • Review 	<ul style="list-style-type: none"> • Chapter 15
Class 10	Final Exam – 3 hours	<ul style="list-style-type: none"> • Final Exam

Appendix 1 Assignment Outlines

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

Daily Tests

Due Date: Each class from classes 1 through 4.

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.

Final Exam

Due Date: Class 5

Weight: 40%

Description: Students will be required to write a final exam that may consist of multiple-choice questions, short answer, or case-based questions covering the content of classroom learning and assigned text and other readings. Students who do not write the final exam will not be awarded a passing grade for the course.

Writing Assignment A

Due: Class 4

Weight: 20%

Choose one of the following topics for your Writing Assignment A:

Writing Assignment A – Topic 1: Thinking critically about psychology

You may have seen live or televised shows where a “psychic” communicates with people’s deceased relatives or reads people’s futures with a surprising degree of detail and accuracy. These shows can be very convincing, so a great deal of critical thinking is necessary. Discuss how the three qualities of critical thinking described in the text (independent thinking, suspension of judgment, and willingness to modify prior judgments) could be applied to shows of this type. Could the veracity of the “psychic’s” claims be verified scientifically? Why or why not? How would you design a study to answer this question?

Writing Assignment A - Topic 2: Social Referencing

In the chapter readings, you have learned about the visual cliff experiment. This experiment tests both visual perception and emotional experience. That is, infants will not crawl to the “deep” side of the cliff if they a) perceive that it is deep and b) fear falling if they crawl to the “deep” side. But, what will infants do if they are not sure whether the “deep” side is dangerous or not. In one study by Source et al. (1985, *Developmental Psychology*), the researchers varied the height of the cliff until 1-year-old infants were not sure if it presented a dangerous situation or not. They then instructed mothers to make one of five emotional expressions: fear, anger, interest, happiness, or sadness. None of the babies who saw a fear expression crossed to the deep side of the cliff. Very few crossed if they saw an anger expression. About a third crossed upon seeing a sad facial expression, suggesting that not all negative facial expressions equally hinder crossing to the deep side of the cliff. Most babies crossed when they saw a happy or interested face. This study showed that infants will engage in social referencing when a situation is ambiguous (they did not engage in social referencing if the cliff was a lot deeper or a lot shallower).

What real life situations are analogous to this study? What is the role of the past relationship of the mom and baby (i.e., what would happen if you did this experiment with babies and strangers instead of their mothers)? What other modes of communicating emotions might infants be sensitive to (e.g., tone of voice, gestures, etc.)? What are the implications of this study for children of depressed mothers?

Writing Assignment B

Due: Class 6

Weight: 20%

Choose one of the following topics for your Writing Assignment B:

Writing Assignment B - Topic 1: Investigative Summary: Peer Intervention Program Assignment

Investigate how peer intervention programs are used in your community. Define what they are, and identify where and why they exist. What types of issues or social concerns use peer intervention models? What types of training, support, and resources are available to these initiatives? How are they funded or sustained? How are they evaluated? Are there risks or liabilities? What are the benefits? What does the literature say about peer support interventions (reviews, best practices, concerns)?

Consider the role of peer intervention in the overall social welfare picture, and comment on how the model is currently being used in your community. Is there over or under use? Is there a population, need, or issue in your community where individuals might benefit from this type of support? Write a critical analysis summary emphasizing the results and highlights of your investigation.

Writing Assignment B - Topic 2: Cultural Differences in Attachment

The concepts and terminology of attachment, while exhibiting wide universality, also may be culturally defined. For example, in Germany, an insecure-avoidant classification might not reflect a lack of responsiveness on the part of the parent, but rather a cultural emphasis on independence. Similarly, in Japan, where infants are kept in close contact with their mothers at all times, the Strange Situation may be so stressful that infants are more likely to be classified as ambivalent. Have students discuss the cultural assumptions that go into our current understanding of attachment. What evidence would they like to see to decide if the concepts of attachment apply universally?

Writing Assignment Expectations (Both A and B):

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: Short Answer Writing Response Marking Rubric.

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style outlined in the 'Citations' resource book.

Assignment Rubrics
Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018

Student's Name	Course Code		Date	Facilitator/Evaluator's Name	
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. 	<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 with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. 	<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 when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments: