



Université d'Ottawa | University of Ottawa

École de psychologie | School of Psychology

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PSY 2105I – CHILD DEVELOPMENT – WINTER 2017 [SYLLABUS AVAILABLE ON BLACKBOARD]

Time: Monday 16-1730h; Wednesday 1430-16h

Place: DMS 1140

Instructor: Professor Stuart Hammond

Email: shammond@uottawa.ca

Office hours: Wednesday 1130-1300 and by appointment

Office: Vanier (VNR) 6018 [Elevator 2 to 6th floor]

Teaching assistant: Sarah Jayne Connick-Keefer

TA Email: skeef052@uottawa.ca

TA Office hours: by appointment

OFFICE HOURS

Set office hours are on Wednesday afternoon and are drop-in and first-come, first-serve. Office hours by appointment are at a mutually agreed on time, i.e., **not whenever is convenient for you**. Given that the instructor and teaching assistant have to arrange meeting times with up to 90 students, you may need to make arrangements in your other classes (e.g., have someone take notes) and/or with work schedules in order to arrange a meeting.

EMAIL POLICY

All questions sent by email should receive a response within two working days, or by the next class if it takes place within the 48 hours following your email. **This means that last minute emails, e.g., the night before an exam, may not receive a response.** Please note that the professor reserves the right to not respond to an email if the language is not appropriate.

COURSE DESCRIPTION

This course presents material on physical, cognitive, linguistic, emotional and social development in childhood studied from different empirical and theoretical perspectives in psychology. Prerequisites are PSY1101, PSY1102. The courses PSY2105 and PSY2114 cannot be combined for credits.

COURSE CONTENT

GENERAL OBJECTIVES

To learn about the science of development and gain an overview of children's development.

SPECIFIC OBJECTIVES

- Learn about basic problems of children's development
- Learn about methodologies used in developmental research
- Learn about some important theories and areas of research
- Learn about the practical importance of developmental research

TEACHING AND LEARNING METHODS

This is a large lecture course, but I will expect you to ask questions, join in class discussions, and talk with your classmates. **Some** lecture slides will be posted on Blackboard, but the slides are only a backbone of lecture material, and do not contain the entirety of course material. It is important to make a "study buddy" to exchange notes with, and receive missing notes if you miss a class. **The professor and teaching assistant will not provide notes.**

The expected workload for this course (and any university course) is 3 hours of work outside of class for every 1-hour of classtime. This means that you are expected to do approximately 144 hours of work total for this class. This includes reading, studying, recopying notes, writing, etc.

BIBLIOGRAPHY/REFERENCES

REQUIRED: Younger, A., Adler, S., & Vasta, R. (2012). **Child Psychology: A Canadian Perspective** (3rd Edition), Toronto: John Wiley & Sons Inc.

This textbook is available at the bookstore in hardcover version, binder-ready version, E-version, and used and “rental” copies. Electronic version also available directly from publisher at the following site:

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002229.html>

This particular textbook is used in other 2105 classes, so you may be able to find used copies – make sure these are 3rd Edition! There are many other child development textbooks available in the library to consult for extra studying. You can also consult your professor to borrow an alternate textbook for *additional* reading.

As part of the course, you will also need to read an article for an assignment, which is available from the University of Ottawa library’s website. Instructions on how to obtain it will be given in class.

GRADING METHODS AND ASSESSMENT CRITERIA

This course will rely on a mix of assessments. There will be two exams in your final grade, which will be a mix of multiple choice and short answer. There will be weekly blog posts, and an article assignment, or a CSL option. In the article assignment you will comment on and apply an article about “Emerging adulthood” to you own life, and do some further research.

Grading Tool	Weight	Date
NON-CSL STUDENTS		
Article assignment	15%	Due March 15th
Weekly blog posts	10%	Begin third week of classes and throughout classes
CSL STUDENTS		
Weekly blog posts [about CSL once placement begins]	10%	
Reflection assignment	15%	CSL reflection paper due March 15th
ALL STUDENTS		
Exam 1	35%	February 13 th
Exam 2	40%	April exam session [TBA]

The grading curve will be the university standard (A+ 90-100; A 85-89; A- 80-84; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54; E 40-49; F 0-39).

Although not graded directly, attendance is important in this class. You will be examined on material that arises in class discussion, **i.e., not all material will come directly from lecture slides or the textbook**. It is important to have a friend in class to exchange notes with.

Policy on late submissions and exams

The assignment is docked 1 point (out of 15) for each day it is late. If you miss one of the two required exams because of illness documented with an official medical certificate, you may write a makeup test at a later date. In such a situation, arrangements must be made with the teaching assistant to make up the missed test at the earliest possible date. If a required final exam is missed because of illness, there is also an official deferral form that students must complete in order to write a deferred exam. Note that University regulations require students to notify the professor and provide a medical certificate within **5 business days** of a missed test or exam, in order to be allowed to write a deferred exam. It is not possible to write either the test or the final exam and then produce a medical certificate after taking the test.

Justifications such as travel, jobs, or the misreading of the examination timetable are not acceptable for missing exams.

COURSE SCHEDULE

This is an approximate course schedule for the class and may change somewhat depending on the pace of the course.

DATE	COURSE MATERIAL	READING	NOTES / DUE DATES
UNIT 1	EMERGING ADULTHOOD AND RESEARCH METHODS		
Week 1 - Jan 9, Jan 11	<i>Introduction and emerging adulthood</i>	Syllabus	CSL Information session – Jan 9
Week 2 – Jan 16, Jan 18	<i>Emerging adulthood and studying development</i>	Chapter 2 – Research Methods	Article assigned
UNIT 2	GROWTH AND SENSORI-MOTOR DEVELOPMENT		
Week 3 – Jan 23, 25	<i>Prenatal development and emerging adulthood</i>	Chapter 4 – Prenatal Development	First blog post
Week 4 - Jan 30, Feb 1	<i>Growth, puberty, and motor development</i>	Chapter 5 – Growth and Motor Skills	
Week 5 – Feb 6, Feb 8	<i>Sensory-perceptual development and affordances</i>	Chapter 7 – Sensory and Perceptual Development	
Week 6- Feb 13	EXAM 1	Units 1 and 2	
UNIT 3	COGNITIVE AND LANGUAGE DEVELOPMENT		
Week 6 (cont.) – Feb 15	<i>Cognitive development – Vygotsky</i>	Chapter 8 - Cognitive Development: Piagetian and Vygotskian approaches	
READING WEEK			Blog due this week
Week 7 – Feb 27, Mar 1	<i>Cognitive development - Piaget</i>	Chapter 8 - Cognitive Development: Piagetian and Vygotskian approaches	
Week 8 - Mar 6, Mar 8	<i>Cognitive development – information processing</i>	Chapter 9 - Cognitive Development: The Information Processing Approach	
Week 9 – Mar 13, Mar 15	<i>Language</i>	Chapter 11 - Theories of Language Development	Emerging adult / CSL assignment due March 15
UNIT 4	SOCIAL AND MORAL DEVELOPMENT		
Week 10 – Mar 20, Mar 22	<i>Social and emotional development</i>	Chapter 12 – Early Social and Emotional Development	
Week 11 - Mar 27, Mar 29	<i>The Self and moral development</i>	Chapter 13 – Development of the Self	
Week 12 – April 3	<i>Moral development</i>	Chapter 14 – Theories of Moral Development	Last week for blogs

Exam period	Exam 2	Units 3 and 4	
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Resources for you

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where students stand academically, or how far along they are in completing their degree, the Mentoring Centre is there to help them continue on the path to success.

A student may choose to visit the Mentoring Centre for very different reasons: talking to older peers to gain insight into programs and services offered by the University, or to simply brush up on study skills (time management, note-taking, exam preparation, etc.)

In sum, at the Mentoring Centre, you can discuss all things academic and everything about life on campus with mentors who are social science students themselves and trained to answer all your questions.

ACADEMIC WRITING HELP CENTRE <http://www.sass.uottawa.ca/writing>

The Academic Writing Help Centre provides free, individualized help and advice for writing academic assignments. With the help of our advisors, you learn to correct your errors, to write well independently, to improve your critical analysis and to sharpen your argumentation skills—everything you need to master the official language of your choice.

CAREER SERVICES <http://www.sass.uottawa.ca/careers>

This unit provides an array of career-development services and resources designed to help students identify and put forward the critical skills they need to enter the work force.

COUNSELLING-SERVICE <http://www.sass.uottawa.ca/personal/>

There are many reasons to call on the Counseling Service, including:

- personal counseling
- career counseling
- study skills counseling.

ACCESS SERVICE <http://www.sass.uottawa.ca/acces/>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online at <http://www.sass.uottawa.ca/access/registration>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

Student Resources Centre - <http://www.communitylife.uottawa.ca/en/resources.php>

These centres strive to meet all sorts of student needs.

NOTE REGARDING INTEGRITY IN ESSAYS AND ASSIGNMENTS

Be aware of academic fraud!

Academic fraud consists of dishonest and wrongful acts on exams, test or assignments, resulting in flawed grades and assessments. The University does not tolerate academic fraud, and anyone found guilty of this behaviour is liable to severe penalties.

Here are some examples of academic fraud:

- Plagiarizing or cheating in any way
- Presenting falsified research data;
- Submitting an assignment of which you are not the sole author
- Presenting the same work from another course without written permission from the professors concerned.

With the development of the Internet these past years, it has become much easier to detect plagiarism. Indeed, given the powerful tools now at their disposal, your professors can, by typing a few simple words, readily trace the exact source of a text on the Web.

For more information on fraud and how to avoid it, you can refer to the Faculty web page, which offers tips to help you with your studies and the writing process for university-level projects at the following address: http://www.socialsciences.uottawa.ca/eng/ugrad_tips.asp. You can also refer to the Faculty web page for information on plagiarism in university assignments: <http://www.socialsciences.uottawa.ca/eng/ethics.asp>

Persons who commit or try to commit academic fraud, or who are accomplices in fraud, will be penalized. Here are some of the possible sanctions:

- a grade of **F** for the assignment or course in question
- the imposition of three to 30 more credits as a condition of graduation
- suspension or expulsion from their faculty.

To consult the regulation, [see section 14.2 of the Academic Regulations](#)

UNIVERSITY POLICY ON SEXUAL VIOLENCE

“The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.”

Community Service Learning (CSL)

Community Service Learning (CSL) is a credited educational experience, that (1) is conducted as part of a course, during which (2) students participate in a structured volunteer service placement (volunteer activities) designed to meet a community need or priority and (3) critically reflect on their in-community placement learning to develop a better understanding of class materials and of their field of study. To be included in the Centre's CSL program, a course must have all three components, as shown below.

In-class presentation: Date

About the Michaëlle Jean Centre for Global and Community Engagement (MJCGCE)

The Michaëlle Jean Centre for Global and Community Engagement promotes lifelong community engagement and social responsibility among uOttawa students. Integrating academics with meaningful volunteer service through community and faculty partnerships, the Centre supports students in contributing to stronger communities, positive social change and a more active university locally, nationally and internationally.

CSL Placement Agent contact information :

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