

Child Development

PSY 2105 Section H

Dr. Stuart I. Hammond

Winter, 2018

COURSE OUTLINE

Class schedule:

Monday, 1600-1720

Wednesday, 1430-1550

MRT 218

Professor's office hours:

Wednesday 16-17h and by appointment

VNR 6018 [Elevator B, near the train station]

613-562-5800 ext. 4467

E-mail:

shammond@uottawa.ca

Teaching assistants:

Sarah Jayne Connick-Keefer skeef052@uottawa.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

OFFICIAL COURSE DESCRIPTION

Physical, cognitive, linguistic, emotional and social development in childhood studied from different empirical and theoretical perspectives in psychology.

GENERAL COURSE OBJECTIVES

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

SPECIFIC COURSE 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 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 Brightspace, 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 class time. 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. **This marks a big difference between expectations between secondary school and university. Your job is not only to follow instructions but to develop, with the assistance of the instructor, TA, and material, a deeper understanding of the course material, which includes the ability to think creatively about the material in questions (i.e., not just regurgitate what is taught or mentioned).**

Community Service Learning (CSL) Option

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.

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.

Centre contact information, for technical support:

Roxanne Dupont
Placement Officer
Michaëlle Jean Centre for Global and Community Engagement
University of Ottawa
TabaretHall
550 Cumberland, suite 304, Ottawa (Ontario) K1N 6N5
Tel: 613-562-5800 (6959) | Fax: 613-562-5285`
Email : rdupont2@uottawa.ca

ASSESSMENT METHODS

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 (and a variation of this for the CSL option).

Components of Final Mark

Evaluation format	Weight	Date
Weekly blog posts	10 %	Beginning third week of class and throughout term and due on Blackboard by Friday at 1159PM.
Article assignment [or CSL assignment]	20 %	March 20
Mid-term exam	30%	February 13
Final exam	40 %	April exam session [TBA]

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms> . Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation 9.5 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

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-andprevention

SCHEDULE

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

DATE	COURSE	READINGS	ASSIGNMENTS ETC.
UNIT 1	EMERGING ADULTHOOD AND RESEARCH METHODS		
Week 1 – Jan 7, 9	Introduction and emerging adulthood	Syllabus	CSL presentation – Tentatively Jan 9
Week 2 – Jan 15, 16	Studying development	Chapter 2 – Research Methods	
UNIT 2	GROWTH AND SENSORI-MOTOR DEVELOPMENT		
Week 3 – Jan 21, 23	Prenatal development	Chapter 4 – Prenatal Development	First blog post, in-class writing workshops begin
Week 4 – Jan 28, 30	Growth and motor development	Chapter 5 – Growth and Motor Skills	Blog 2
Week 5 – Feb 4, 6	Sensory-perceptual development	Chapter 7 – Sensory and Perceptual Development	Blog 3
UNIT 3	COGNITIVE AND LANGUAGE DEVELOPMENT		
Week 6 – Feb 11, 13	Cognitive development - Vygotsky	Chapter 8 - Cog. Dev.: Piagetian & Vygotskian approaches	EXAM 1 – Feb 13th Blog 4
Week 7 – Feb 25, 27	Cognitive development - Piaget	Chapter 8 - Cognitive Development: Piagetian and Vygotskian	Blog 5
Week 8 – Mar 4, 6	Cognitive development – information processing	Chapter 9 - Cog Dev: The Information Processing Approach	Blog 6
Week 9 – Mar 11, 13	Language	Chapter 11 - Theories of Language Development	Blog 7
UNIT 4	SOCIAL AND MORAL DEVELOPMENT		
Week 10 – Mar 18, 20	Social Emotional Learning programs	Chapter 12 – Early Social and Emotional Development	Article / CSL Assignment due Workshop activities, Blog 8
Week 11 – Mar 25, 27	Social emotional development and self	Chapter 13 – Development of the Self	Blog 9
Week 12 – Apr 1, Apr 3	Moral development	Chapter 14 – Theories of Moral Development	Last week for blogs Blog 10
Exam period			

BIBLIOGRAPHY

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.

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 a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

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

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

COUNSELLING AND COACHING - <http://sass.uottawa.ca/en/personal>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

HUMAN RIGHTS OFFICE - <https://www.uottawa.ca/respect/en>

Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

ACADEMIC ACCOMMODATIONS - <http://sass.uottawa.ca/en/access>

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
- 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).

CAREER DEVELOPMENT CENTRE - <http://www.sass.uottawa.ca/careers/>

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

STUDENT RESOURCES CENTRES - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the "*Writing and Style Guide for University Papers and Assignments.*" It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>