

PSYC 2290

CHILD DEVELOPMENT

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INTRODUCTION

Welcome! One of the great things about studying Child Development is that we all have had some experience with children, whether we work with children, have children of our own, see them playing down the block, or have our own memories of childhood. The knowledge acquired as parents, aunts or uncles, brothers or sisters, or even babysitting will provide a practical perspective that will be complemented by the scientific perspective of normal development presented in this course. Working your way through this course will allow you to develop specific knowledge about psychological and physical characteristics that infants and children possess at different stages of development, the theoretical questions that are asked about the nature of development and the factors influencing development, how these questions are approached scientifically, and an appreciation of the limits of our understanding about how it all works. Whether you are planning to pursue a career as a scientist, enter a professional field that involves children, such as a nurse or speech-language pathologist, planning to raise a family, or just hoping to be an informed citizen that can contribute to the discussion on social policy involving children, this course is for you.

Before we get into the details, a word about controversial issues: This course touches on a number of topics that are culturally sensitive or that may provoke strong opinions, particularly with regard to parenting choices. Many of these issues are still being debated by the researchers themselves. If you come across something that you find distressing or conflicts with your personal beliefs, you are encouraged to learn what the current scientific thinking has to say and explore what different cultures have to say on the issue with an open mind. You may find your beliefs strengthened by what you read, or you may find them challenged. Our goal in the course is not to make everyone think alike, but rather to give you the tools to be an informed citizen of a diverse multicultural world.

This course has undergone a significant revision in spring/summer 2012. If you find errors, please let us know.

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CONTACTING YOUR INSTRUCTOR

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link in your course website.

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COURSE DESCRIPTION

The University of Manitoba *Undergraduate Calendar* describes this course as follows:

The course deals with normal psychological development from prenatal life until puberty. The scientific approach to child study is emphasized. Students may not hold credit for both PSYC 2290 (or 017.229) and PSYC 2291 (or 017.229). Prerequisite: a grade of "C" or better in one of the following: PSYC 1200 (or 017.120) or PSYC 1201 (or 017.120), or both PSYC 1211 (or 017.121) and PSYC 1221 (or 017.122), or written consent of department head.

This course is a survey of normal physical, cognitive, and social-emotional development from conception to middle childhood. Issues, major themes, and key theories of child development are explored. The focus is on describing age-related changes, examining research findings, and identifying how theory and research are relevant to children's everyday lives.

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COURSE OBJECTIVES

Upon completion of this course you should be able to:

- identify basic issues, themes, and research methods in child development;
- define the major theories and research findings in child development;
- describe key age-related developmental changes and characteristics of childhood;
- relate the characteristics and research findings to developmental theories and issues;
- apply a range of childhood development theories to "real world" situations;
- apply what you have learned to the assessment of the cognitive, motor and social development of a child; and
- analyze a specific childhood development theme.

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COURSE MATERIALS

REQUIRED

BOOKSTORE

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

Textbooks:

Laura E. Berk, *Infants and Children: Prenatal through Middle Childhood*, 7th Ed., published in 2012 by Pearson Education, Boston, and Toronto.

Note: There is the option of purchasing the above as an e-book. This will also come with the access code to the online resource "MyDevelopmentLab". This access code is needed for required course material.

Important note: The textbook comes packaged with access to the online resource "MyDevelopmentLab", within Pearson's "Course Compass". Details of how to access this online resource should be available with your textbook. You WILL need this resource in order to proceed with the course.

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OPTIONAL

LIBRARIES

Additional readings enrich your learning experience and your understanding.

TV SHOWS

TV shows can be a fun way to apply what you are learning. Watch these programs or others and try to determine whether and how they illustrate the concepts you are learning about. If not, in what ways do they differ?

- Birth Experiences: E.g., *Birth Stories*
- Child rearing: E.g., *Nanny 911* or *Supernanny*
- Children's television/cartoons: E.g., *Sesame Street*, *Dora the Explorer*

WEBSITES

There are a huge number of websites that can provide valuable information about child development. However, you need to be discriminating! Not all websites are created equal in terms of the information they provide and the degree to which that information is supported by research. University- or government-affiliated sites are usually the most authoritative sources. Non-profit organizations or websites run by medical professionals or other authorities with credentials are also often a good place to look, especially when exploring different perspectives on controversial issues. However, with these sites you need to be careful to consider where their funding is coming from and/or whether they are politically motivated. News organizations are also a good resource, particularly if you are exploring the relationship between what you are learning in class and events/issues of current relevance. However, news organizations are notorious for getting the underlying science wrong, so beware about using news sites as a source of scientific knowledge. With these caveats in mind, the following is a (far from complete) list of websites that may be of interest:

- <http://www.theglobeandmail.com/>
Globe and Mail for science/health stories on child development.
- <http://www.winnipegfreepress.com/>
Current stories in Winnipeg Free Press.
- <http://umanitoba.ca/libraries/elibrary/index.shtml>
The University of Manitoba libraries service. Instructions for using the libraries are provided in the Distance and

Online Student Handbook located on the Distance and Online website at <http://www.umanitoba.ca/distance/> and on the libraries website.

- <http://www.nlm.nih.gov/medlineplus/parenting.html>
Articles and information on parenting, child development, and family issues. The research on this website comes from the US National Institute of Child Health and Human Development.
- <http://www.zerotothree.org/>
A US national, nonprofit, educational site based in the US. It has many articles on child development.
- <http://harvardscience.harvard.edu/>
Harvard Science at Harvard University has articles and news items on various research topics, including those on children.
- <http://www.cps.ca/english/index.htm>
Canadian Paediatric Society website.
- <http://www.caringforkids.cps.ca/>
Health information about children.
- <http://www.cfw.tufts.edu/>
A website with links to good sites about children.
- <http://www.activehealthykids.ca/>
Promoting physical activity in children.
- <http://www.todaysparent.com/>
Information on topics of interest to parents.
- <http://www.parenting.org/>
An organization which does research on parenting practices.
- <http://www.allianceforchildhood.net>
Promotes policies and practices that support children's healthy development
- <http://www.unicef.org/>
United Nations website devoted to children's issues.

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HOW TO APPROACH THE COURSE

Each Unit corresponds to a chapter in the Berk Textbook. On the [MyPsychLab](#) website, you will find the corresponding pre- and post-tests (on the Chapter Contents tab), study and supplementary materials, and a variety of multimedia resources, also organized by chapter. You may wish to start by taking the pre-test, then read the chapter, then work your way through the exercises listed in the Unit, then take the post-test to see if there are any remaining areas of weakness. Exercises are not graded (and DO NOT need to be submitted to the instructor), but you are STRONGLY ENCOURAGED to take these exercises seriously. The exercises are designed to get you to think more deeply about the material than a simple read through the chapter, but you are responsible for all of the material in the textbook, so make sure you are taking careful notes from the textbook AND from the Unit exercises.

Most of the exercises come from the Multimedia Library resource in MyPsychLab (a.k.a. MyDevelopmentLab). Simply select the chapter you are working on, the media types you want to display ("select all" is often the easiest way to do it) and "find now", in order to display the listed links to exercise resources. Although you DO NOT need to turn in your assignments, please note that you can determine which answers you got correct for the "quick review" exercises by selecting "submit answers for grading. You can then simply close the window rather than emailing it to your instructor. Not all of the multimedia (and other) resources for each chapter have been assigned as exercises. However, you are encouraged to explore these additional resources (and those listed above) as best fits your learning needs and interests.

Evaluation will take the form of four assignments, plus a comprehensive multiple choice Final Exam. The bulk of your studying as you proceed through the units will be geared toward gaining the knowledge you need to perform on this exam. However, the four assignments, constitute more than half of your grade, so make sure to budget some time for the assignments, which are described separately from the Unit material. Unit exercises are designed to be "work at your own pace", while the assignments have hard deadlines.

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TOPICS

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[Unit 2 Biological Foundations](#)

[Unit 3 Prenatal Development](#)[Unit 4 Birth and the Newborn Baby](#)[Unit 5 Physical Development in Infancy and Toddlerhood](#)[Unit 6 Cognitive Development in Infancy and Toddlerhood](#)[Unit 7 Emotional and Social Development in Infancy and Toddlerhood](#)[Unit 8 Physical Development in Early Childhood](#)[Unit 9 Cognitive Development in Early Childhood](#)[Unit 10 Emotional and Social Development in Early Childhood](#)[Unit 11 Physical Development in Middle Childhood](#)[Unit 12 Middle Childhood: Cognitive Development](#)[Unit 13 Middle Childhood: Emotional/Social Development](#)[top](#)

EVALUATION AND GRADING

DISTRIBUTION OF MARKS

Assignment	Percentage	Task
1	5%	Multiple choice questions
2	10%	News clip article
3	15%	Questions
4	25%	Case study, MyVirtualChild, Research
Final Exam	<u>45%</u>	Multiple-choice questions
Total	100%	

GRADING SCALE

Letter grade	Percentage Range	Description
A+	93 – 100	Exceptional
A	86 – 92.5	Excellent
B+	79 – 85	Very good
B	72 – 78.5	Good
C+	65 – 71	Satisfactory
C	58 – 64.5	Adequate
D	50 – 57.5	Marginal
F	Less than 50	Failure

Note: All final grades are subject to departmental review.

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ASSIGNMENTS

Assignment 1: Multiple choice questions

This assignment has two purposes. First, it will give you some guidance on the topics and issues you should be focusing on when you are reading each unit. The theories and methods in unit 1 lay the foundation for the material in the other units, so it is important that you become familiar with them. Second, the questions will give you a sampling of the kind of multiple choice questions that will be included in your final exam. The questions may also give you ideas about how to read the course material for understanding as you work through the units.

Assignment 2: News article on child development

The purpose of this assignment is to teach you to apply some of the concepts and information in your textbook to situations outside the classroom. Your task is to collect a recent news article relevant to child development and write an

explanation or interpretation of the clipping using your textbook and notes as references.

Articles dated during a previous offering of the course will not be accepted. For example, if you are taking this course in the winter term, articles dated before December of the previous year will not be accepted

Assignment 3: Answer questions focused on infant and toddler development

The purpose of this assignment is for you to demonstrate your knowledge of the developmental changes that take place in early infancy in the three domains and to apply this knowledge to some influential theories.

Assignment 4: Carry out a case study of a child, OR Complete MyVirtualChild OR Write a research paper

Case Study: The purpose of the case study assignment is to provide you with an opportunity to apply some of the theoretical concepts of child development from your textbook to the description of one child between the age of four and eight years.

MyVirtualChild: Alternatively, you can work your way through the MyVirtualChild resource within MyDevelopmentLab, through which you can "grow" your own child. You will then be asked a series of reflective questions about the experience and what you learned.

Research Paper: The purpose of this assignment is to allow you to conduct an in-depth exploration of one childhood development theme of your own choosing through your own research.

ASSIGNMENT DUE DATES

Assignment	Sept.–Dec.	Jan.–Apr.	May–Aug.
1	September 20	January 18	May 17
2	October 4	February 1	May 31
3	October 18	February 15	June 14
4	November 15	March 15	July 12

Note: If the assignment due date falls during the Mid-term Break in February, it will be due on the Monday following the Mid-term Break. If you are unable to submit an assignment on time, contact your instructor well in advance of the due date, for we cannot guarantee that the instructor will accept late assignments.

EXAMINATION

Note: The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. All students must declare an exam location. The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

The examination is three hours in length, and is scheduled for the final exam period. It will consist of 140 multiple-choice questions, and the questions will sample the entire course.

To help you prepare, a [sample practice final exam](#) and [sample final exam answers](#) are available in the content browser.

A WORD OF CAUTION ABOUT THE ASSIGNMENTS AND THE FINAL EXAMINATION

Some students find that they do very well on the assignments, but they do not do nearly as well on the final examination. While your grades on the assignments will give you some idea of how well you are mastering the material, they may not indicate how well you will do on the final examination, because the examination is written under very different circumstances. Because the assignments are open-book, they do not require the amount of memorization that a closed-book examination requires, nor are they limited to a specific time period. Some students have told us that, based on the high marks they received on the assignments, they were overconfident and underestimated the time and effort needed to prepare for the final examination.

Please keep all this in mind as you prepare for the examination. Use the sample exam, pre- and post-tests, and "quick reviews" to practice for the final examination by setting a time limit and not having any books available. Also, pay careful attention to the description of the type of questions. Preparing for multiple-choice questions involves a different type of studying than preparing for essay questions. Finally, do not underestimate the stress involved in writing a time-limited examination.

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PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

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DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course webiste there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

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ACKNOWLEDGEMENTS

CONTENT SPECIALIST:

Jennifer Katz, Ph.D.
Faculty of Education
University of Manitoba

Dr. Katz received her PhD in 2008 from the University of British Columbia and is currently writing a book on "Teaching to Diversity: The Three-Block Model of Universal Design for Learning Creating Compassionate Learning Communities." Dr. Katz has been a successful sessional lecturer, educational consultant, classroom teacher, editor, and guidance counsellor. She taught in diverse classrooms from K-12 in Winnipeg and Vancouver for 16 years, including special education classrooms, inclusive classrooms, youth centres, and alternative high school programs. Her work as an advocate of inclusive education has spanned several provinces and territories, and multiple audiences, including university courses, academic conferences, parent advocacy groups, educational conferences, school and division based professional development workshops, and most importantly, direct work with children and youth in schools and alternative settings.

**CONTENT SPECIALIST FOR REVISIONS
(2012):**

Melanie Soderstrom, Ph.D.
Department of Psychology
University of Manitoba

INSTRUCTIONAL DESIGNER:

Robert Lawson.
Distance and Online Education
University of Manitoba

WEB PUBLISHER:

Lorna Allard
Distance and Online Education
University of Manitoba

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