

UNIVERSITY OF VICTORIA

PSYC 335 (A01)

Infant and Child Development Fall 2024

CRN: 12927

**Class Time:** Monday and Thursday's from 8:30am-9:50am

**Class Room:** David Turpin Building | Room: A104

**Instructor:** Jamie Knight

Pronouns: she/her

**Email:** [jknight@uvic.ca](mailto:jknight@uvic.ca)

(Include **PSYC 335** in the subject line)

**Office Hours:** by appointment

**TA:** TBA

**Email:**

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**Office Hours:** by appointment

**COURSE DESCRIPTION:**

Many remarkable changes occur from before birth (prenatal) to 12 years of age. This course will provide an overview of changes from prenatal development through childhood as well as cover developmental theories and research methods. Specific topics include the development of language, cognition, social skills and personality. Attention is also given to the biological, and socio-cultural contexts of these developments.

**REQUIRED MATERIALS:**

- **Textbook:** Shaffer, D., Kipp K., Wood, E., Willoughby T., Roberts, K., Gottardo, A., Krettenauer, T., Lee, J., Newton, N. (2020). *Developmental Psychology: Infancy and Childhood* (5th edition), Nelson.
- **Course Website:** BrightSpace

All course materials including lecture slides, assignments, announcements, and grades will be posted on BrightSpace (<https://bright.uvic.ca>; sign in in with your NetLink ID).

**Prerequisites:** PSYC 201 and PSYC 243.

Please check your registration status to ensure you are registered and have the required prerequisites. The deadline for dropping this course without penalty of academic failure is October 31 (<https://www.uvic.ca/students/undergraduate/course-registration/>)

[utm\\_medium=redirect&utm\\_source=/current-students/home/course-registration/add-drop/index.php&utm\\_campaign=redirect-usage](#)).

Drop deadlines can be found here: <https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP>

## **TERRITORY ACKNOWLEDGEMENT**

We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

This course outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to check Brightspace for updates.

### **Learning Outcomes:**

Upon completion of the course, my goal is for you to achieve the following learning outcomes:

1. Better understand the major characteristics and changes relevant to physical, cognitive, and socio-emotional changes in childhood and to be able to communicate this knowledge to professionals and members of the community.
2. Describe the different theoretical perspectives that guide research in developmental science, apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development, and to work as a group to evaluate ideas.
3. Further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in particular improve your ability to write about key topics in childhood development

## **EVALUATION AND GRADING**

Students will be evaluated on exams, one written paper, and community participation. Completion of the exams and the paper are required components of the course.

<b>Evaluation</b>	<b>Date</b>	<b>Percentage of Grade</b>
Exam 1	October 3rd	22.5%
Exam 2	November 7th	22.5%
Exam 3	November 28	15%
Written Assignment	December 2nd	30%

Participation	TBD	10%
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### **Examinations:**

There will be 3 multiple choice examinations. The second and third exam will be semi-cumulative. This means the majority of questions will come from un-tested material but important concepts from previous material may also be on the test. Completion of the exams are required components of the course.

Exams will use an access-centred approach to help alleviate time as an issue for writing tests. For example, this is a 50 minute class and exams will be created so that they can be completed in 30 minutes but all students will receive 1.5x time, the full 50 minutes, to complete them.

You are responsible for attending midterms as scheduled. No make-up exams will be scheduled. If you miss a midterm due to illness, accident, or family affliction, you must send me an email as soon as possible indicating that you have missed the midterm, and the reason for it. Students are not required to provide documentation to support their request for academic concession, unless it is for conflicting responsibilities. A grade for the missing midterm will be generated by proportionally weighting the performance on the remaining exams. Students who miss two midterms will receive a grade of "N" in the course. The last test in the class (scheduled for Nov 28) is considered a final exam and must be written. If you are unable to attend the final test you must apply for a "Request for Academic Concession" through the Office of the Registrar, typically within 10 working days of the test date. If an academic concession is granted for the final test, an alternative date to write the make-up test MUST be arranged with the instructor. Any student who does not take the final test will receive an "N" in this course.

### **Participation – Community:**

Your participation grade will involve spending time with an older adult in the community. Details on will be provided in Brightspace, with several different options available to students.

### **Applied Theory Paper – APA Format:**

You will write a review of an individuals' experiences in childhood and reflect on how the theories discussed in class apply and possibly influence outcomes. This paper will allow you to apply child and developmental theories to a real-world scenario by analyzing the life of a specific individual. You will explore how various developmental stages, experiences, and events have influenced their growth and development and give your perspective. The review should include an organized overview of theoretical issues and controversies, a synthesis of their life, and a

synopsis on your thoughts of how theories from the class may apply in the individuals life. Your review will require a search of the literature on your chosen topic. The review must be typed with citations referenced using APA style. The length of the review should be around 10 double-spaced pages.

## **ACADEMIC EXPECTATIONS**

Failure to complete the required elements (exams and paper) will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components. You are expected to abide by the University’s policy on plagiarism and cheating.

**Please familiarize yourself with the Important Course Policy Information (attached at the end).**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations. constructive feedback comments and in-text edits to the paper. Your grade will be based on the quality of edits you provide, the amount of edits that improve the paper, quality of helpful comments, and etiquette in the wording of your comments.

## **Grades**

The final letter grade obtained in the course will be based on your total scores for all the assignments and exams. Rounding will occur only once: when calculating your final grade. This means that the total percent score will be rounded up only for values of 0.5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Grades are assigned using the following criteria from the University Calendar.

## **ADMINISTRATIVE NOTES:**

It is your responsibility to: (a) check your registration status by the drop deadlines to ensure you are registered in the course; (b) familiarize yourself with the Department of Psychology’s Course Policy information (attached below); and (c) understand the University’s Policy on Academic Integrity ([www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html](http://www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html)).

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage For Instructor Use Only *	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

## TENTATIVE SCHEDULE

Schedule is subject to change, please check BrightSpace for the most up to date information

Date	Topic	Book Chapter	Exams/Assignments
Week 1: Sept 4	Introduction & Research Methods	Chapter 1	
Week 2: Sept 9th	Introduction & Research Methods	Chapter 1	
Week 3: Sept 16	Theories of Human Development	Chapter 2	
Week 4: Sept 23	Hereditary Influences	Chapter 3	
Week 5: Sept 30	Prenatal Development	Chapter 4	Exam 1
Week 6: Oct 7	Birth	Chapter 5	
Week 7: Oct 14	Physical Development	Chapter 6	
Week 8: Oct 21	Sensation, Perception, & Learning	Chapter 7	
Week 9: Oct 28	Cognitive Developmental Theories I	Chapter 8	Exam 2
Week 10: Nov 4	Cognitive Developmental Theories II	Chapter 9	
<b>Week 11: Nov 11</b>	<b>Reading Break</b>		
Week 12: Nov 18	Language	Chapter 11	
Week 13: Nov 25	Emotional Development	Chapter 12	Exam 3
Week 14: Dec 2	Last Class		