

**PSYB21H3S**  
**Introduction to Developmental Psychology: Focus on Education**  
**University of Toronto Scarborough, Winter 2010**

- Instructor:** Dr. Lisa Dack
- E-mail:** lisa.dack@utoronto.ca
- Office hours:** by appointment
- Meeting dates/times:** Thursdays, 6pm – 10pm
- Location:** BV264
- TA:** Gelareh Jowkar-Baniani (e-mail: gjowkar@utsc.utoronto.ca)
- Required Text:** Meece, J., & Daniels, D. (2008). *Child and Adolescent Development for Educators (3<sup>rd</sup> edition)*. Toronto: McGraw Hill.

This book is available at the UTSC Bookstore. \*Be sure to get the third edition of this text as it is different from earlier editions and you will be responsible for the material covered in this edition.

**Course Overview:**

The broad aim of the course is to examine how children and adolescents develop, and to explore the interaction between development and education (broadly defined). The focus of the course will be a general overview of developmental psychology, and broad themes such as cognitive, social, emotional, moral, physical, and language development from early childhood to late adolescence will be included. The course will consider schooling as one context for development, and will address various notions of how children learn and develop. An additional aim of the course is to help students cultivate an inquiry habit of mind, in which they learn to engage in high-level critical thinking and to become informed consumers of research.

**Field Experience (focusing on children's development):**

All students will complete a field experience as part of the course. Students will observe children's behavior and think critically about development, connecting the field experience to the academic principles and research presented in the course. All students will observe children from preschool-age to adolescence, so that they experience and gain understandings of the whole developmental trajectory.

**\*\*IMPORTANT:**

School Boards and Community Agencies require the completion of a satisfactory police record check prior to having direct contact with young people. **You must get a police record check**

**before beginning your field placement.** Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, schools and agencies will not allow students to participate in field placements. Questions regarding this process should be directed to the Ontario Education Services Corporation:

**Fax:** 416 593-7858

**E-mail:** [oesc-cseo@opsba.org](mailto:oesc-cseo@opsba.org)

**Website:** <http://www.oesc-cseo.org>

### **Course Expectations:**

Upon completion of this course, students will:

- have developed an understanding of cognitive, social, emotional, moral, physical, and language development from early childhood to late adolescence.
- have thought about how these concepts relate to the child and adolescent in an educational setting.
- have developed observational skills and the ability to map children's behavior against academic principles and research.
- have learned to be inquiry-minded and to engage with the world in a way that considers research and evidence.

### **Assignments and Evaluation:**

**Designing a Class Quiz Game:** 10% of each student's grade is reserved for designing and implementing a quiz game for the class. In small groups students will design a quiz game to assess their fellow students' reading and understanding of the text. One group will present each week. More information about this will be provided on the first day of class. At this time students will also sign up for a date for their activity.

**Midterm Exam:** 20% of each student's grade is reserved for the midterm exam. The exam will cover material from the first five weeks of class. The midterm exam will take place **in class** on February 11, 2010.

**Field Placement Assignment:** 25% of each student's grade is reserved for the field placement assignment. The goal of this assignment is to provide students with an opportunity to observe what key developmental concepts and ideas look like in authentic contexts. Students will receive more information about this assignment before beginning the field placement. The field placement assignment is due on the last day of class (April 1, 2009).

**Final Exam:** 35% of each student's grade is reserved for the final exam. The exam will cover material from the entire course, with an emphasis on material covered after the midterm. The final exam will be scheduled during the final exam period (April 12 – May 1, 2010).

**Professionalism and Evidence of Engagement:** 10% of each student's grade is reserved for a demonstration of professionalism and evidence of engagement. Professionalism includes attendance, punctuality, and other general professional courtesies that are expected of students. Evidence of engagement refers to serious and sustained engagement with the ideas and materials of the course as reflected by participation in class activities, including participation in the class

activities led by other students. Please note that engagement is not synonymous with “right” answers. Please also note that quality of participation is as important as quantity. There is such a thing as over-participation!

### **Policy for late assignments, missed exams, and missed classes:**

Assignment extensions and make-up exams will be granted only under extenuating circumstances. In such cases, prior arrangements with the instructor are necessary.

Because the course encourages serious and sustained engagement with the material and the “evidence of engagement” portion of the grade is comprised of in-class work, **attendance at each class is of the utmost importance.**

### **Plagiarism:**

In the University of Toronto Code of Behaviour on Academic Matters, it is an offence for a student "To knowingly represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work." ie: to commit plagiarism." Whether quoting original work or adapting it, always cite the source. For reference, see handouts 'How Not to Plagiarize' and 'Standard Documentation Formats' at [www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html) and [www.utoronto.ca/writing/document.html](http://www.utoronto.ca/writing/document.html) respectively.

\*Please also note that for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited

### **CLASS SCHEDULE (and required readings):**

\*Please note that you are expected to read the textbook before coming to class each week. Being prepared for class is part of your professionalism and evidence of engagement grade.

#### **Week 1, Jan. 7: *Course Objectives and Overview, Assignments; beginning of Studying Child and Adolescent Development (Chapter 1)***

Why Study Child and Adolescent Development?- pages 1-9

Perspectives on Children's Development- pages 19-29

#### **Week 2, Jan. 14: *Studying Child and Adolescent Development continued (Chapter 1)***

Studying Children's Development- pages 29-45

#### **Week 3, Jan. 21: *Physical Development (Chapter 2)***

Chapter Introduction- pages 50-51

Prenatal Development- pages 51-63

Brain Development- pages 64-72

Perceptual Development- pages 72-75

Characteristics of Children with Special Needs- pages 75-90

**Week 4, Jan. 28: *Physical Development continued (Chapter 2)***

Motor Development- pages 90-97

Physical Growth- pages 98-108

Special Health and Safety Concerns- pages 108-121

**Week 5, Feb. 4: *Cognitive Development: Piaget's Theory (Chapter 3)***

Chapter Introduction- pages 127-129

Piaget's Theory of Cognitive Development- pages 129-164

**Week 6, Feb. 11: *Midterm Exam – will include Chapters 1, 2, and 3 (up until the end of Piaget's Theory- p. 164)*****Feb. 18- no class- Reading Week****Week 7, Feb. 25: *Cognitive Development continued: Vygotsky's Theory (Chapter 3) and beginning of Language and Literacy Development (Chapter 5)***

Vygotsky's Theory of Cognitive Development- pages 165-178

Putting Piaget's and Vygotsky's Theories Together- pages 179-180

Chapter 5 Introduction- pages 252-254

What is Language and Literacy?- pages 254- 256

Perspectives on Language Development- pages 256-266

**Week 8, Mar. 4: *Language and Literacy Development continued (Chapter 5)***

Learning to Communicate- pages 266-278, 281-284

Literacy Development- pages 284-299, 307-310, 317-320

Cultural Influences on Language Development- pages 320-328

**Week 9, Mar. 11: *Self-Concept and Identity (Chapter 6)***

Chapter Introduction- pages 333-334

Erikson's Theory of Psychosocial Development- pages 334-337

Foundations of Social and Emotional Development- pages 337-350

Development of Self-Conceptions- pages 356-381

**Week 10, Mar. 18: *Peer Relations and Moral Development (Chapter 7)***

Chapter Introduction- page 401

Understanding Others- pages 401-412

Children's Peer Relations- pages 412-432

Moral Development- pages 432-439

**Week 11, Mar. 25: *The Family: Partners in Education (Chapter 8)***

Chapter Introduction- page 445

Conceptions of the Family- pages 446-449

Family Influences on Development- pages 462-474

Child Care- pages 479-483

Children and Media in the home- pages 484-486

**Week 12, Apr. 1: *Review for Final Exam – \*field placement assignment due***