



PSYB21H3S – Introduction to Developmental Psychology: Focus on Education (Concurrent Teacher Education Program)

THURSDAY 6:30 – 9:30pm

Room MW 160

Instructor Information

Dr. Lisa Dack

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Office hours: Thursday 4-5pm

Teaching Assistant Information

Carly Prusky

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*When emailing the instructor or TA, please include PSYB21 in the subject and allow up to 48 hours for a response.

Required Text

Meece, J., & Daniels, D. (2008). *Child and Adolescent Development for Educators (3rd edition)*. Toronto: McGraw Hill.

*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 Description

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.

Blackboard

Access Blackboard via <http://portal.utoronto.ca>

You must be connected to Blackboard for this course. I will be posting all relevant course documents on Blackboard, as well as any announcements I may have for you.

It is your responsibility to check Blackboard and your University of Toronto email account on a regular basis, as all the important announcements about the course and the program will be done through this means.

Field Experience (focusing on children's development)

All students will complete a field experience as part of the course requirement. Students will observe children's behaviour 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 developmental trajectory.

****IMPORTANT:**

School Boards and Community Agencies require the completion of a satisfactory police record check (a vulnerable sector screening check) prior to having direct contact with young people. **You must have a police record check before beginning this course.**

Course Expectations

Upon completion of this course, students will:

- have developed an understanding of cognitive, social, emotional, moral, physical, spiritual, 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

Class Game: 10% of each student's grade is reserved for designing and implementing a game for the class. In groups, students will design a game to assess and quiz their fellow students' reading and understanding of the text. One group will present each week, beginning in Week 3, not including weeks 6, 9, and 12. More information about this will be provided on the first day of class. At this time students will also sign up for a date.

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 must be handed in **at the beginning of class (6:10pm) on April 3rd.**

Midterm: 20% of each student's grade is reserved for a midterm test. The test will cover material from the first five weeks of class and will take place **in class on February 13th.**

Final Exam: 30% of each student's grade is reserved for the final exam. The exam will cover material from the entire course. The final exam will be scheduled during the final exam period.

Professionalism and Evidence of Engagement: 15% 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 in particular, avoiding “private chats” that are disturbing to the class, and avoiding use of technology that is unrelated to the class activities). In the case of unavoidable lates or absences, candidates should notify, *in advance*, the instructor (and colleagues who might be affected) by email. 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! Note: Engagement can be shown in ways other than speaking in class (e.g., with nonverbal cues). These are obviously easier to see if students are sitting closer to the front of the room. If you know you’re not comfortable speaking in class, don’t always sit in the back. Find other ways to show me that you’re engaged!

Course Policies

Attendance:

Students are expected and required to attend every class, read the required readings for the week and be prepared for various forms of participation. Weekly readings will be used to support your learning. **Missing classes will be detrimental to your learning and to your final grade.** The reasons for this strict policy relate to professionalism. While lecture slides are posted on Blackboard, they are only a guide to the content presented in class, and do not represent the entire work done in class. Therefore, it is imperative that you attend every class. It is also crucial that you attend every class on time. Punctuality is part of your professionalism. It is unprofessional to come to class late because it disrupts the flow of the class and the concentration of your colleagues in the class. **Attendance at each class is of the utmost importance.**

Assignment submission:

The field placement assignment must be submitted at the start of the class on the due date. If your assignment is not submitted in class it is considered late. The Psychology office will not accept assignments from students. Assignments will not be accepted over email. Do not submit your assignment to anyone other than the course instructor or TA. If you submit it to someone else I am not responsible if the assignment gets lost in transition and goes missing.

Assignments and exams are usually graded within 2 weeks of their submission. An announcement will be posted on Blackboard stating that grades are available for viewing. If you have grading concerns please **wait 48 hours** after receiving your assignment back before contacting the course instructor or TA.

Late assignments and missed exams:

Assignment extensions and make-up exams will be granted only under extenuating circumstances. In such cases, **prior arrangements** with the instructor are necessary. Students who hand in the field placement assignment late without previous arrangements with the instructor will lose 5% per day on the assignment.

Plagiarism:

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Rights and Responsibilities in the Academic Calendar.

<http://www.utoronto.ca/~registrar/calendars/calendar/?mod=calendars&req=calendar>

Plagiarism is a serious offence, and it can take several different forms. Two of the most common are: 1) handing in work that was done in conjunction with or by another student and passing it off as your own; and 2) using published work in a way that does not conform with APA guidelines as to how to use and cite published work. With respect to the first, while you are encouraged to study with other students for term tests/ final exams that will be taken independently in class, the written work that you hand in is expected to be your own. With respect to already published work, students are expected to use the APA (6th edition) style for appropriately giving credit to the author. If you are not familiar with this style, you should read it carefully before handing in

any assignment.

From the Code of Behaviour on Academic Matters: "It shall be 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, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism. <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>
If questions arise after reading the material on the website, consult your instructor.

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

Accessibility Resource Center:

If you have a disability/health consideration that may require accommodations, please feel free to approach your instructor and/or the AccessAbility Services (<http://www.utscc.utoronto.ca/~ability/>). The AccessAbility Services staff (located in Rm S302, Science Building) is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Course Schedule (and required readings)

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

Week 1, Jan. 9: *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. 16: *Studying Child and Adolescent Development, continued (Chapter 1)*

Studying Children's Development- pages 29-45

Week 3, Jan. 23: *Physical Development (Chapter 2)*

Chapter Introduction- pages 50-51

Prenatal Development- read the first paragraph of this section on page 51 and then skip to page 59 (environmental effects) and read to end of 63

Brain Development- pages 64-72

Perceptual Development- pages 72-75

Characteristics of Children with Special Needs- pages 75-86

Week 4, Jan. 30: *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. 6: *Cognitive Development: Piaget's Theory (Chapter 3)*

Chapter Introduction- pages 127-129

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

Week 6, Feb. 13: *Midterm Test* – will include Chapters 1, 2, and 3 (up until the end of Piaget's Theory- p. 164)- *You will have 2 hours for the test

Week 7, Feb. 27: *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. 6: *Language and Literacy Development continued (Chapter 5)*

Learning to Communicate- pages 266-278, 281-284
Literacy Development- pages 284-320
Cultural Influences on Language Development- pages 320-328

Week 9, Mar. 13: *Research in Developmental Psychology*

Readings to be posted on Blackboard

Week 10, Mar. 20: *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 (stop at Motivation)

Week 11, Mar. 27: *Peer Relations and Moral Development (Chapter 7)*

Understanding Others- 401-412
Children's Peer Relations- pages 412-432
Moral Development- pages 432-439 (stop at Character Education)

Week 12, Apr. 3: *The Family: Partners in Education (Chapter 8)*

Chapter Introduction- page 445
Conceptions of the Family- pages 446-449 (stop at Variations in Family Structures)
Family Influences on Development- pages 462-474 (stop at Family Transitions)
Child Care- pages 479-483
Children and Media in the home- pages 484-486
Family Involvement in Children's Education- pages 486-492

***field placement assignment due at BEGINNING of class (6:10pm)**

Final Exam to take place during the exam period (April 10-24, 2014).