

BROCK UNIVERSITY
DEPARTMENT OF CHILD AND YOUTH STUDIES

CHYS 2P10 CHILD AND YOUTH DEVELOPMENT – FALL 2010

Instructor: Dr. Anthony Volk
Office and Phone: AS 432a, 688-5550 (ext. 5368)
Office Hours: Monday 1:00 – 2:00 (or by appointment or by chance)
E-mail: tvolk@brocku.ca

Lectures: Monday 2:00 - 4:00, TH 325

Text: Shaffer et al. (2010). *Developmental Psychology: Childhood and Adolescence* (3rd Canadian Edition). Nelson/Thomson Learning.

Course Description:

Basic concepts and contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.

Course Objectives:

The goal of the course is to give students a broad understanding of the principles, theories, and “facts” of child development. In plain English, I want to teach you the fundamental theories and concepts necessary for understanding child and youth development, as well as some of the details of that development. The course tries to strike a balance between teaching the material (giving fish) and teaching the students how to learn the material themselves (teaching how to fish).

Course Evaluation:

Mid Term 1- 25%
Final Exam- 40%
Seminar Debate- 20%
Seminar Paper- 10%
Seminar Participation- 5%

Tests:

The mid-term will cover Chapters 1-3 and 7-8. The final exam will test the remaining material. While the questions will be drawn mainly from the text, I will very likely also include some questions solely from lectures. Additional information about the format and content of each test will be provided in class.

Withdrawing from the Course:

Please note that November 5, 2010 is the last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 2 courses. You will be provided with your grades from the first mid-term by October 29, 2010.

Missed Exams and Seminar Presentations:

When possible, missed exams and seminar presentations are to be supported by appropriate documentation (e.g., Doctor’s note which must be on the correct Brock Student Medical Form found

on Sakai) by the student or the student may receive a grade of ZERO on that exam or presentation. Possible circumstances for missing an exam or seminar presentation may include religious or cultural reasons or may be due to illness. If at all possible, the instructor should be informed prior to the date of the scheduled test/exam or presentation. If you have any doubt about whether an event, illness, or circumstance qualifies for an exemption or deferral, please contact the instructor ASAP.

Missed mid-term exams will have their grades added to the final exam. There WILL NOT be make-up exams for the mid-term exams. Make-ups for the final exam will be scheduled as required. Missed seminar presentations will be deferred to the seminar paper while missed seminar participation marks will be adjusted accordingly.

Academic Misconduct:

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct. Students are also reminded that the Student Development Center (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

Seminar Presentations/Debates:

It is a vital skill to be able to express one's thoughts, ideas, and findings clearly and succinctly. The most common form of communication outside of classroom teaching is presentations. Strong verbal presentations are the foundation of research conferences, as well as training seminars, workplace information sessions, program evaluations, and teaching/raising/caring for children. Such presentations are often limited in time, meaning that participants must not only clearly present their material, but they must do so in a short period of time. The ability to give informative and succinct talks is a skill that requires practice. One of the main goals of this course is to provide such practice. Furthermore, one of the best tests of individual knowledge is whether or not an individual can explain that knowledge clearly and answer questions about it.

Thus, after each week of lectures, there will follow a week of seminars devoted to the topics covered during the previous week of lectures. The study of children and youth is filled with controversial topics. There are many different ways to parent, teach children, and/or promote their wellbeing, so there are many contentious issues surrounding these different methods. Thus, in the seminars, students will debate alternate positions on weekly issues. Alone or in pairs (depending on seminar sizes), students will have to support one side of an argument, using literature to back up their position. Their performance will be judged by the TA AND their seminar-mates. Grades will be assigned based primarily on the strength of the argument and the supporting evidence (so debating style won't count for much), and will be the average class evaluation blended with the TA's score. We will be choosing topics in Week 3. Students who miss their week will require supporting documentation, and will have their presentation grade deferred entirely to their paper.

Seminar Paper:

Students will be responsible for handing in a ten-page paper based on their own debate topic and position. In this paper students must summarize their position, its strengths, and its weaknesses. Particular attention will be given to addressing concerns and weaknesses that were brought up during the debate. In other words, this paper should represent an informed opinion that has been polished by the previous verbal debate. The paper should be double-spaced, 12 point, Times New Roman, 1" margins. Papers that exceed ten pages will stopped being marked at 10 pages (same goes for smaller font/margins). These papers will be due no later than 14 days after the student has debated their topic. Papers will lose 1 mark out of ten for every day that they are late, including weekends (e.g., a paper handed in after 17 days will lose 3/10 marks, or 30%).

Seminar Participation:

Participation in seminars is very important and accounts for 5% of your overall grade. Participation will take the form of attendance as well as active participation. Students will be given 1% for each weekly seminar debate that they attend and complete a critique for, for a maximum of 5%. Debate scoring will be done on a full page of paper, and will require insightful comments in order to get the mark. Grossly unfair evaluations (too high or too low) will be noted by the TAs, and can be ignored and/or result in a penalty to the unfair assessor. In other words, if your friend does a horrible job and you give them a rave review, it probably won't count for their grade OR your participation. If you unfairly turf someone, the same will probably happen plus I'll have a chat with you about proper class behavior!

Posting of Grades:

Your grades will be posted on mybrocku.ca. under "Current Course Marks". When you receive your written grade, please check to make sure it matches the grade showing on the computer. If there is a discrepancy, please e-mail Jo-Anne Sinnige-Egger at jsinnigeegger@brocku.ca.

Sakai:

Sakai has been offered as a resource where you can communicate with your classmates and the instructor about course content and any related questions. It will include postings listing the topics of the seminar presentations and lecture notes. Sakai is an optional resource, and is not required for successful completion of the course. Please note that while all reasonable efforts will be made, the instructor is not required to accommodate all students with course notes that they deem satisfactory. Course notes are an optional supplement, not a mandatory requirement, of the course.

Lecture Outline:

Please note that the seminars fall out of synchrony after Thanksgiving. In particular, the Monday seminars become a week behind the other seminars. Be sure to follow the week you are in for seminars, not just the week of the lecture.

Week 1 – Introduction to Developmental Psychology

Read: Chapter 1

Seminar: No seminar this week

Week 2 – Theories of Human Development

Read: Chapter 2

Seminar: Review of Seminar Structure

Week 3 – Hereditary Influences on Development

Read: Chapter 3

Seminar: Choose seminar topic

Week 4 – Cognitive Development

Read: Chapters 7 & 8

Seminar: Nature vs. Nurture

Week 5 – Mid-Term 1

Read: no required text readings

Seminar: *cancelled*

Week 6 – Intelligence

Read: Chapter 9

Seminar: Cognitive Development

Week 7 – Language

Read: Chapter 10

Seminar: Intelligence

Week 8 – Emotional Development

Read: Chapter 11

Seminar: Language

Week 9 – Development of Self and Social Cognition

Read: Chapter 12

Seminar: Emotional Development

Week 10 – Sex Differences and Aggression

Read: Chapters 13&14

Seminar: Self and Social Cognition

Week 11 – Family and Community

Read: Chapter 15 & 16

Seminar: Sex and Aggression

Week 12 – Review

Read: *no new readings*

Seminar: Family and Community

Department of Child and Youth Studies

Important Academic Announcements – Please Review!

Course Withdrawal Without Academic Penalty:

The deadlines for withdrawal from courses without academic penalty are as follows:

D2 (September to December): **November 5, 2010**

D1 (September to April): **January 21, 2011**

D3 (January to April): **March 4, 2011**

The instructor will communicate to students a minimum of 15% of the final course grade no later than the week prior to the applicable deadline. *In cases where, due to the nature of the course, this requirement cannot be met, the instructor shall inform students in the course syllabus.*

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Phrase Matching Software (i.e., Turnitin.com):

Instructors may take advantage of a number of different phrase matching software programs to assist them in the detection of plagiarism during the course of evaluating essays, assignments and other work that is required for a given course. However, if an instructor has decided to employ such systems, students must be informed in writing at the beginning of the course.

Respectful Work and Learning Environment Policy:

Brock University's "Respectful Work and Learning Environment Policy" applies to all students, course participants, staff, faculty and volunteers of Brock University. The purpose of this policy is to:

Develop and support a work and learning culture that values diversity and inclusion, fosters respect, and does not tolerate prejudice, discrimination, harassment and/or bullying;

Outline rights, responsibilities and types of behaviour which fall within the scope of this policy;

Make provision for support services, including training and awareness initiatives, to promote a respectful work and learning environment; and

Outline procedures for handling and resolving complaints when this policy is breached by discrimination, harassment and/or bullying.

The policy may be viewed at <http://www.brocku.ca/secretariat/admin/>.

Personal Safety:

For those in evening classes, BUSU offers a "foot patrol" to safely escort students to their vehicles. Call extension 4700 to request assistance.