Course Description
The course will provide students with a broad background in cognitive, social, and emotional development during infancy and childhood. Topics include the biological basis of development; perceptual and motor development; social and emotional development in infancy and childhood; language development; symbolic-representational development; the development of executive function, moral development, parenting and development from a cross-cultural perspective. Students will learn about empirical findings in these areas and theoretical frameworks used to explain these findings. Emphasis will be placed on the application of knowledge to concrete developmental problems.

Requirements

Students will be evaluated on class participation, engagement in projects, one seminar presentation, and four written assignments.

Class Participation. Discussions in class of the assigned readings are an important part of the learning process for this course and the evaluation will reflect these readings and class discussions, accordingly. It is expected that students will read the assigned material prior to class, attend class regularly, and take part in discussions. Class participation will be worth 25% of the course grade.

Presentation. Each student will deliver a presentation focusing on theory and research related to a specific topic area. Handouts, including a list of suggested readings (and at least one required reading), are expected as part of the seminar presentation. On or before January 24, 2017, each student must have selected a topic. Presentation on the topic should provide basic information (e.g., milestones of language development), theoretical frameworks (e.g., nativism), and can include discussion of a specific topic (e.g., bilingualism, word learning), depending on the student’s interest. Students also need to create at least one question with respect to the readings that the fellow students are asked to answer (as part of the written assignment). Students need to consult the instructor to discuss the presentation. The presentation will be evaluated in terms of clarity and organization, use of supplementary materials (e.g., videos) and student engagement. The presentation will be worth 30% of the course grade.

Written Assignments: Students are expected to submit 4 written assignments. These assignments consist of responses to questions raised with respect to class readings. Responses are not supposed to be longer than 1000 words. Questions will be posted on CourseSpaces and answers must be submitted to CourseSpaces on the due date. The four written assignments are worth 20% of the course grade.

Practical Applications: Students are asked to work in groups to answer questions that require the application of knowledge about child development to concrete issues. There are six practical issues and each student is asked to work on 3 issues. The questions are often ill-defined, and thus need to be refined and clarified. As a group, students discuss the issue and generate ideas and information relevant to the issue. Students assign work within the group and return to the next class ready to present and discuss this information they have gathered. Students will present the information they gathered in class and create a 3-pager that summarizes the information in a way that is accessible to stakeholders (e.g., hospital managers, parents). Students will be evaluated in terms of the product (in-class summary, 3-pager) and process (preparation, participation and
professional behavior). Performance on the practical applications will contribute 25% to the course grade.

**SCHEDULE & READING ASSIGNMENTS**

**JANUARY**

**Week 1**
- **W Jan 4**
  - **The Concept of Development?**
  - **Reading:**

**Week 2**
- **T Jan 10**
  - **Brain Development**
  - **Reading:**

- **W Jan 11**
  - **Practical Application:**
    - (1) Is a multisensorial environment important for children in hospitals? If so, how?
    - (2) Does silence play a role in healing?

**Week 3**
- **T Jan 17**
  - **Perceptual Development**
  - **Reading:**

- **W Jan 18**
  - **Practical Application: Group work**

**Week 4**
- **T Jan 24**
  - **Motor Development**
  - **Reading:**

- **W Jan 25**
  - **Practical Application: Summary and New Projects**
    - (3) How can hospitals support bonding between mothers and infants?
    - (4) What kind of attachment problems might a child in foster care have? How should foster parents interact with the child?
Week 5  
T Jan 31  
Attachment

FEBRUARY

W Feb 1  
Practical application: Group work

Week 6  
T Feb 7  
Social Development

W Feb 8  
Practical application: Summary and New Projects
(5) What problems may arise in the early social development of blind infants?  
How can be done to facilitate social development in blind infants?  
(6) What are early signs of autism?

READING BREAK

Week 7  
T Feb 21  
Practical application: Group work

W Feb 22  
Emotional Development

Week 8  
T Feb 28  
Symbolic Development & Practical Application Summary

MARCH

W Mar 1  
Language Development

Week 9  
T Mar 7  
The Development of Play

W Mar 8  
Memory Development

Week 10  
T Mar 14  
Conceptual Development

W Mar 15  
Development of Executive Function

Week 11  
T Mar 21  
Gender Development

W Mar 22  
Moral Development

Week 12  
T Mar 28  
Aggression

W Mar 29  
Parenting

APRIL

Week 13  
T Apr 4  
Development from a Cross-Cultural Perspective
Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2016-09/grad/academic-regulations/academic-integrity.html#, p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.
Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism
4. Dr. Mitchell of the UVic English Department: