PSYC 335 (A01): Infant and Child Development
Fall 2025 (CRN: 12977)

Course Instructor: Violet Cieslik   **Teaching Assistant:** McKenna Knox
Email: ▮▮▮▮▮▮▮   **Email:** ▮▮▮▮▮▮▮
Office Hours: By Appointment   **Office Hours:** By Appointment

Course Meeting Times: ▮▮▮▮▮▮▮
Date Range: ▮▮▮▮▮▮▮
Location: ▮▮▮▮▮▮▮

Course Website: UVic Brightspace learning management system will be used for posting the course outline, lectures, assignments, and grades.
Required Text: Kail, R. V., & Zolner, T. (2025). *Children: A chronological approach* (Canadian 7th ed.). Pearson Canada.

- Toward an access centred approach, this textbook comes equipped with an audio version for your learning needs.

Course Description
Remarkable change occurs between birth (prenatal) to childhood. It is intended that this course provide an overview of developmental changes alongside theories and research methods of child development psychology. The course will focus on typical physical, cognitive, and socio-emotional development in infancy and toddlerhood, preschool, and middle childhood. As the course covers a wide range of developmental periods, its purpose is not cover everything in detail but instead introduce the topic and help to garner interest in the area of child development psychology. Empasis will be placed on the application of developmental theories in everyday life.

Course Format
This course is in person. This outline provides you with general information on the objectives, evaluation, and schedule. **Attendance is essential for success in this course**. If you miss a class, it is your responsibility to review materials posted on BrightSpace and connect with peers for notes.

Drop deadlines and Registration
Students are responsible for checking their registration status before the end of the add/drop deadline.
https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP

Prerequisites: PSYC 201 and PSYC 243.

Territory Acknowledgement: I acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Core Requirements and Evaluation

Assignments and Activities

Evaluation	Date	%
Exam 1	September 30th	12.5%
Exam 2	October 22nd	12.5%
Exam 3	November 19th	12.5%
Final Exam	TBD	12.5%
Written Essay	November 5th	20%
Parent Brochure	December 3rd	20%
Participation	various dates throughout the term	10%

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	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.

Required Course Components

Students who have completed the following will be considered to have completed the course. Failure to complete one or more of these elements 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.

- Three Exams (one must be the final exam)
- Written Essay
- Parent Brochure
- Participation

Extra Credit with Participation in Research Studies:

Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit https://uvic.sona-systems.com for more information. Note that you *must complete your participation by the last day of the course* to receive credit.

Course Components

Exams
There will be three non-cumulative exams and one final cumulative exam. All exams will last the duration of the class and begin at start of class. There will be no lecture following the exam. The final exam will be written during the exam period at the end of term. **You must write the final exam to pass the course.** Failure to write the final exam will result in an "N" for the course, even when a final grade of 50% or higher is achieved. N is a failing grade and factors into GPA as a value of 0.

Missed Exams
It is the student's responsibility to attend in-class exams as scheduled. Students who miss an in-class exam will receive a mark of zero unless they have a case of illness or family emergency. If you miss an exam due to these reasons, you must notify me on or before the exam date. **There will be no makeup exams**; however, to accommodate for unexpected circumstances, you are permitted one missed exam (not including the final exam). The three remaining exams will then be re-weighted, and your final grade calculated based on those scores.

Written Essay
Each student is required to complete one written essay. Students will have the option of choosing between six different topics related to issues in child development research. Essay topic options and information surrounding the nature of the essay will be provided on Brightspace. The essay should be between 8 to 10 pages in length (excluding title page and references), with clear introduction, body, and conclusion paragraphs. A minimum of three empirical research studies, published within the last 20 years, must be used in the essay to support or negate (or both) your chosen topic. Papers can be submitted at any time in the term but must be submitted by **Wednesday, November 5th.** Papers must be submitted through the Brightspace course website. This assignment is worth 20% of your total grade and 5% per day will be deducted for unexcused late papers.

Parent Brochure
Students will design a tri-fold brochure aimed at providing parents with accessible, evidence-based strategies to support one area of their child's development. The brochure needs to be evidence-based, written in clear parent-friendly language, and include practical tips or developmentally appropriate activities they can engage in with their child. The final product will be assessed on its visual clarity and appeal, organization, use of relevant academic sources, and be appropriate for the target developmental period. A short reflective statement (approximately 200–300 words) on design and content will be included with the submission. The statement should address why specific topics, tips, and resources were included; how language, tone, visuals and layout were tailored for your specific audience. The brochure can be submitted at any time in the term but must be submitted by **Wednesday, December 3rd.**

Participation
Throughout the term there will be a number of opportunities for participation. These may be in the form of online forums that will require you to critical thinking; quizzes that will allow you to apply your knowledge gained; and in class group work that will encourage collaborative discussion with peers. The dates for these participatory activities will be clearly stated in lecture and posted on Brightspace.

Tentative Schedule

Week	Dates	Topic	Chapter/Readings
1	September 3	Introduction	
	September 5	Child Development Theories and Themes	Chapter 1
2	September 9	Child Development Theories and Themes	Chapter 1 (cont'd)
	September 10	Research in Child Development	Chapter 2
	September 12	Research in Child Development	Chapter 2 (cont'd)
3	September 16	Genetic Basis of Child Development	Chapter 3
	September 17	Prenatal Development and Birth	Chapter 4
	September 19	Prenatal Development and Birth	Chapter 4 (cont'd)
4	September 23	Physical Development in Infants and Toddlers	Chapter 5
	September 24	Physical Development in Infants and Toddlers	Chapter 5 (cont'd)
	September 26	**Exam 1 (Chapters 1 – 4; 12.5%)**	
5	September 30	Physical Development in Infants and Toddlers	Chapter 5 (cont'd)
	October 1	Cognition in Infants and Toddlers	Chapter 6
	October 3	Cognition in Infants and Toddlers	Chapter 6 (cont'd)
6	October 7	Cognition in Infants and Toddlers	Chapter 6 (cont'd)
	October 8	Social-emotional Development in Infants and Toddlers	Chapter 7
	October 10	Social-emotional Development in Infants and Toddlers	Chapter 7 (cont'd)
7	October 14	Social-emotional Development in Infants and Toddlers	Chapter 7 (cont'd)
	October 15	Physical Growth in Preschool Children	Chapter 8
	October 17	Physical Growth in Preschool Children	Chapter 8 (cont'd)
8	October 21	Physical Growth in Preschool Children	Chapter 8 (cont'd)
	October 22	**Exam 2 (Chapters 5 – 7; 12.5%)**	
	October 24	Cognitive Development in Preschool Children	Chapter 9
9	October 28	Cognitive Development in Preschool Children	Chapter 9 (cont'd)
	October 29	Cognitive Development in Preschool Children	Chapter 9 (cont'd)
	October 31	Social-emotional Development in Preschool Children	Chapter 10
10	November 4	Social-emotional Development in Preschool Children	Chapter 10 (cont'd)
	November 5	**Social-emotional Development in Preschool Children – Essay due (20%)**	Chapter 10 (cont'd)
	November 7	Physical Development in Middle Childhood	Chapter 11
11	November 10-12	Reading Break	
	November 14	Physical Development in Middle Childhood	Chapter 11 (cont'd)
12	November 18	Physical Development in Middle Childhood	Chapter 11 (cont'd)
	November 19	**Exam 3 (Chapters 8 – 10; 12.5%)**	
	November 21	Cognitive Development in Middle Childhood	Chapter 12
13	November 25	Cognitive Development in Middle Childhood	Chapter 12 (cont'd)
	November 26	Cognitive Development in Middle Childhood	Chapter 12 (cont'd)
	November 28	Social-emotional Development in Middle Childhood	Chapter 13
14	December 2	Social-emotional Development in Middle Childhood	Chapter 13 (cont'd)
	December 3	Social-emotional Development in Middle Childhood **Parent Brochure Due (20%)**	Chapter 13 (cont'd)
	Dec 6 – 20th	**Final Exam during examination period**	Chapter 1 - 13

Note. This schedule is tentative, and any changes will be discussed in class and posted on Brightspace.

Course Policy Information

Class Attendance:

To get the most out of this class please do your best to attend all lectures. Activities and discussions that occur during lectures are designed to facilitate your learning.

Readings:

Complete textbook and additional readings or assignments prior to the assigned lecture. Completing this will ensure you can make the best use of your class time, ask questions, and participate in class discussions.

Grades:

Assignments submitted late will incur a penalty of 5% per day, up to a maximum of 25%. Assignments more than 5 days late will not be accepted unless prior arrangements are made. The final letter grade obtained in the course will be based on your total scores for all the assignments, participation, and exams.

In-Class Behaviour:

Please do your best to arrive on time to lectures, as arriving late causes disruption to other students and lecturer. All electronic devices should be put on silent for the duration of the lecture and mobile phones should be placed in your personal bag at the beginning of the lecture.

Children and Pets

If you need to bring your children or pet to lecture, please do not hesitate to do so. I understand that sometimes this is necessary due to care circumstances; however, please if you do, try to minimize in class disturbance so that student learning is not impacted.

Email Etiquette:

Before sending an email to either myself of the TA please consult the syllabus, Brightspace, or additional course materials. Many common questions are addressed in these materials or discussed in class. Asking questions during or at the end of class is encouraged as other students may benefit from the response. Emails asking questions already covered in class or on course materials may not receive an individual reply. For all other questions or specific course-related concerns, please speak with me after class or book an appointment for further discussion.

Attendance and Waitlist Policy:

Attendance is important and is your responsibility as a student to regularly attend classes. Students who do not attend all classes during the first week (or by the waitlist deadline) may be dropped from the course to allow waitlisted students the opportunity to enroll. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

When to Contact Instructor or TA:

Instructor	TA	Both
Course Policy or Structure	Assignment Instructions	Clarifying lecture content
Extensions or Missed Deadlines	Help with Course Material	Asking for additional resources or practice
Academic Accommodations	Feedback or Grading on Assignments	

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the **Academic Integrity Policy**.

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**. It is of utmost importance that students who do their work honestly be protected from those who do not. It is expected that students will cooperate in the implementation of this policy to ensure that students benefit from the learning activities assigned in the course.

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

1. **Plagiarism**. The work you submit must be your work and not someone else's. Please use proper procedures (i.e., APA 7th edition in this course) for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor**. An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission**. The resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do this without prior permission from the instructor are subject to penalty.

4. **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.

5. **Cheating on Assignments, Tests, and Examinations**. You may not copy the work of others in or out of class; you may not share information or answers when doing take-home assignments, tests or examinations; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology does not make old examinations available for

study purposes; thus, the use of old exams without written permission of the instructor constitutes cheating by the user and the person who provided the old exam.

6. **Aiding Others to Cheat**. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Academic Concession

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required course components by the end of the term students are required to submit a request for academic concession.

Respect for Diversity:

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you experience any barriers to learning in this course, please feel free to discuss concerns with me. *If you need any accommodations or expect to have any barriers to learning during the course, please contact me first as I need to know about all accommodations immediately.* Accommodations that are not discussed at the beginning of term could hinder your progress in the course. If needed, you may also want to meet with an advisor at the Centre for Accessible Learning (CAL) to discuss access and accommodations.

Artificial Intelligence:

The use of a generative artificial intelligence (AI) is prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). Please familiarize yourself with the UVic's Generative Artificial Intelligence (GenAI) Position Statement.

Course Experience Survey (CES)

Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey provides feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. You will be reminded nearer the end of the course, but please be think about this important activity during the course in preparation to complete the course at the end of term.

Final Reminder that it is your responsibility to:

1. Check your registration status by the drop deadlines to ensure you are registered in the course.
2. Familiarize yourself with the Department of Psychology's Course Policy information.
3. Understand the University's Policy on Academic Integrity.

BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php

Counselling Services:
The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.
https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors

Health Services:
The Student Wellness Centre also provides a full service primary health clinic for students.
https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations https://www.uvic.ca/accessible-learning/index.php. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/