

Tentative Schedule

Course Schedule	Readings
Week 1: Definitions of Exceptionality	Chapter 1 (Chapter = Hallahan text)
Week 2: Trends and Multicultural Aspects	Chapters 2 & 3
Week 3: Family; Disorders of Childhood overview	Chapter 4, Chpt 6 (Chpt = electronic)
Week 4: Intellectual disabilities	Chapter 5
Week 5: Learning disabilities	Chapters 6
MID-TERM Test (Fri Oct 3)	
Week 6: ADHD & EBD	Chapters 7 & 8
Week 7: Mood & Anxiety	Chpt 8, Chpt10*
Week 8: Communication & Hearing impairments	Chapter 9 & 10
Week 9: Visual impairments	Chapters 11
Week 10: Autism Spectrum Disorders	Chapter 12
MID-TERM Test (Wed Nov 5)	
Week 11: Multiple and severe disabilities & Physical disabilities	Chapters 13 & 14
Week 12: Trauma & Substance Use	Chpt 10** & Chpt 12
Week 13: Giftedness & Review	Chapters 15

*Chpt from electronic source Chpt 10*Anxiety & OCD; ** Chpt 10** Substance Use

Note: When you cannot meet course requirement. When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, address and email contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: Appropriate documentation of your inability to meet that in-course requirement is necessary. The course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.

Learning Outcomes achieved in this course:

1. Critical & Creative Thinking Critically: Reflect on the various complexities and factors that directly and indirectly influence human development and social relationships
2. Literacy: Clearly and spontaneously articulate knowledge of human development, disorder or change
3. Communicating: Develop skills to communicate as professionals
4. Professional & Ethical Behaviour: Critically reflect on ethical and professional issues in interaction with people

*Undergraduate Calendar: Learning objective: Literacy: "Literacy is the base on which all else is predicated. The ability to read and write and, in general, to communicate properly is a fundamental intellectual tool. With it, students can learn to think clearly and to some purpose. Without it, they cannot analyze properly nor develop an independence of thought."

UNIVERSITY OF GUELPH
Department of Family Relations and Applied Nutrition

FRHD 2270: Development in Early and Middle Childhood

Instructor: Robyn Pitman (rpitman@uoguelph.ca)

Office: MACS 335

Office Hours: Office Hours are every Tuesday and Thursday from 10am to 11 am.

Class Time: Tuesday and Thursday: 11:30 am – 12:50pm

Classroom: Thornbrough Building Room 1200 (THRN Room 1200)

Teaching Assistants:

Jennifer Closs (clossj@uoguelph.ca)

Jennifer Dupuis (jdupui01@uoguelph.ca)

Christopher Quinn-Nilas (cquinni@uoguelph.ca)

The TA's will not be holding office hours, however they will meet for individually scheduled appointments.

Course Description

This course is designed to provide students with a greater understanding of child development with a specific focus on the developmental period of early and middle childhood, ages 2 to 12 years. Children's development will include biological, psychological, social, and cultural issues within various theoretical perspectives. Challenges and issues that are relevant to this particular age group will include, but are not limited to family structure and environment, socio-cultural issues, school issues, and peer relationships.

Required Reading

The textbook, both new and used copies, can be purchased at the Bookstore:

Kail, R. V., & Barnfield, A. (2014). *Children and their development* (3rd Canadian Edition). Upper Saddle River, NJ: Pearson Education Canada.

Two copies of the textbook are available at the library for 2 hours reserves.

Highly Recommended:

The course requires knowledge of APA style 6th edition – Purdue University provides an excellent summary here: <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Learning Outcomes

On completion of this course the student will be able to:

1. Describe historical changes in the attitudes toward children.
2. Articulate an understanding of the key dialectics in human development (constancy/change; nature/nurture; continuity/discontinuity; universal/relative).
3. Explain child development processes using several key theoretical perspectives.
4. Describe the ways that child development is shaped by various levels of context including family, social, and ecological.
5. Identify bi-directional influences between parents and children.
6. Describe normative developmental changes in early and middle childhood along physical, cognitive, and social dimensions.
7. Explain the way that peer relationships influence child development.
8. Describe the shifts in emotional and moral development in early and middle childhood.
9. Describe gender differences in physical, cognitive, social, and emotional development over time.
10. Apply an understanding of child development to the formulation of health and safety concerns.
11. Formulate programs, resources and educational materials that would be useful for parents of children at different ages.

Method of Delivery

- Interactive lectures and discussion
- Examples of application in hands-on environment
- Course text book reading assignments and exercises
- Audio visual presentations
- Small and large group discussions

Evaluation and Due Dates

The course is comprised of two 1 hour and 20 minute weekly lectures that will include content from the textbook, highlights from current research on development and incorporate elements of child development from the media (e.g. movies/audio visual clips). Lectures and discussions will be interactive and create an opportunity for you to explore your attitudes about development and also learn about the perspectives of your peers in the class. Students will be evaluated in this course through:

Weekly Online Quizzes	10 online quizzes x 1.5%	15%
Midterm Test	Thursday Oct. 16th	15%
Development Project		45%
	Individual Proposal Project Form	10%
	Individual Final Project Paper	25%
	Consultation with TA / Instructor	10%
Final Exam	Wednesday Dec. 3th (8:30 am - 10:30 am)	25%
Total		100%

****Assignment instructions, guidelines, and marking schemes can be found on the course website. ****

Correspondence

Email me at rpitman@uoguelph.ca. I will check emails on week days until 8pm Monday to Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday.

I would appreciate you using an appropriate greeting followed by the instructor's correct name and address preference. For example: Hi Robyn or Dear Professor Pitman will do. Messages without a greeting, personal address or greetings in your message like "hey you", "hey dude", "hey" or a form of demand are unprofessional and not appreciated, and will not be answered.

You are expected to read and understand the course outline and the assignment instructions, therefore, questions about information that could be found in the course outline or in the assignment instructions will also not be answered by the instructor. You are encouraged to be active participants in your learning process. However, questions of clarification, inquires, suggestions, feedback, and information sharing are always welcomed!

When you cannot meet course requirements

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor in writing with name, address and email contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: 1) appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.

Your Responsibilities in the course

1. I expect you to be an active learner in this class. You are responsible for reading and understanding the course outline.
2. Use the discussion boards on the Courselink site to ask questions or communicate with your fellow students and the instructor. Check the Courselink site regularly for important announcements and to obtain class materials.
3. Prepare yourself for each class by doing all the required readings and come to class on time and stay until the end of the class period.
4. Be a responsive and responsible to your development project members. The development project runs over the course of the semester and you will need to work well together in order to be successful as well as supporting one another.
5. Within two weeks of grade postings, check Courselink and email the instructor or TA to question any grades, clarify any feedback, and/or correct any potential errors (otherwise the posted grade will stand).
6. Complete course requirements with integrity.

My Responsibilities

1. Be prepared for every class.
2. Create a course curriculum that exposes students to current, topical issues in early and middle child development.
3. Be available to communicate with students about course content and assignments.
4. Respond to email messages within 48 hours between Monday and Friday.

Course Schedule *please note this schedule is subject to change *

Date	Topics Covered	Readings	Important Notices
Week 1 Sept. 9 & 11	Introduction to Course / Theoretical Perspectives	Chapter 1	Quiz 1
Week 2 Sept. 16 & 18	Genetics, Growth, and Health	Chapters 2 & 4	Quiz 2 Enroll in Online Discussion Group by Fri Sept 19, 11:59 pm
Week 3 Sept. 23 & 25	Perceptual and Motor Development	Chapter 5	Quiz 3
Week 4 Sept. 30 & Oct 2	Theories of Cognitive Development Cognitive Processes and Academic Skills	Chapters 6 & 7	Quiz 4 Proposal Project Form due to drop box on Thurs Oct 2, 11:59 pm
Week 5 Oct. 7 & 9	Intelligence	Chapter 8	Quiz 5
Week 6 Oct. 16	Midterm Test on Thurs Oct 16 (Chapters 1, 2, 4, 5, 6, 7)		Group Consultations
Week 7 Oct. 21 & 23	Language Development	Chapter 9	Quiz 6
Week 8 Oct. 28 & 30	Emotional Development	Chapter 10	Quiz 7
Week 9 Nov. 4 & 6	Understanding Self and Others	Chapter 11	Quiz 8
Week 10 Nov. 11 & 13	Moral Understanding and Gender Development	Chapters 12 & 13	Quiz 9
Week 11 Nov. 18 & 20	Parent and Family Relationships	Chapter 14	Quiz 10 Individual Final Project Paper is due to the drop box by Mon Nov 17 by 11:59 pm
Week 12 Nov. 25 & 27	Influences beyond the family	Chapter 14	Thurs Nov 27 - Final Exam Review Class