

Family Relations & Applied Nutrition
FRHD 2270: Development in Early and Middle Childhood

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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. 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, sociocultural issues, school issues, peer relationships, etc..

REQUIRED READINGS

The textbook can be purchased at the Bookstore. The textbook will also be placed at the Library on 2-hour reserve.

Kail, R. V., & Zolner, T. (2018). *Children: A chronological approach*. Fifth Canadian Edition. Don Mills, CA: Pearson Canada Inc.

Stein, M. T. (1997). Challenging case: Family relationships and issues. The use of family drawing by children in pediatric practice. *Pediatrics*, 107, 855-860.

WORKBOOK: There is a REQUIRED Workbook which can be purchased at The Bookstore.

COURSE GOALS & OBJECTIVES

The goals of this course are to provide students with an in-depth understanding of the developmental stages within early and middle childhood and the issues relevant to this period. By the end of the course, students should be knowledgeable about the:

- Theoretical and conceptual approaches to early and middle childhood
- Developmental issues in terms of biological, psychological, social, and cultural realms
- Influences of family & social relationships (e.g., family, peers)
- Current trends and challenges that these particular age groups face in everyday life
- Current research, practices, and policies
- Implications of programmatic and policy directions

PROTOCOL FOR CONTACTING PROFESSOR AND/OR TAs

For this course, there may be times when more clarification is useful. Please follow the following protocol:

1. Read the syllabus. If the answers to your questions are in the syllabus, the TA will refer you to the syllabus. All students are responsible for reading the syllabus.
2. If the answer to your question is not found in the syllabus, please read the posts in the DISCUSSION area for the following questions:
 - a. **Quizzes and Activities:** If you have questions about the quizzes and the activities in class, read this section. If the answer is not there, post your question.
 - b. **Tests:** This section is for questions about the two tests.
 - c. **Individual Assignments:** This section is for questions about the individual assignments. TAs will NOT respond to questions 3 days before the due date by 4 PM. So make sure you get all of your questions answered!
 - d. **Group Project:** If your group members do not know the answer, post your questions here! TAs will NOT respond to questions TWO days before the due date by 4 PM.
 - e. **General Discussion:** This is open to all students so please feel free to get assistance from your peers! Work together – it's all good! Just don't copy each other....that's plagiarism.
 - f. **Study Partners:** Looking for some friends to study together and motivate each other to do extremely well in this class? Please post your requests in this section. Do NOT use the listserv.
 - Please note that a TA will post the answer in 2 to 3 business days. Make sure that you are specific about your question/concern.
 - **NOTE: all questions must be posted 3 days before the due date by 4 PM.** Any questions after this will not be responded to by a TA.
3. If you have additional questions, please contact me, Prof. Chuang. We can set up an appointment in person if you are on campus or I can reply by email. **Please make sure that you address me (and other instructors) as either Prof. or Dr. Chuang.** Many Professors do get offended so please be careful! Make sure that you sign your name at the end of the email as well. I will respond in 2 – 3 business days.
4. *Please keep in mind that I am in regular contact with all of the TAs and always updated on what is being asked by you. If there are issues or concerns to be addressed, I will post my response on the Courselink page on NEWS. I will also put out reminders, FYIs, and other helpful hints so that all of you will be successful in this class. So, always check!!!

COURSE REQUIREMENTS

In-Class Quizzes and Activities (8%). Students will be required to bring their cell phones (that's right!) and/or computers to class. Various interactive technological platforms will be used to assess students' understanding of the readings. The quizzes are to assist students to "keep on top" of their readings and to ensure that students understand the readings. There are **11** quizzes/activities and the best of **8** will count. Additional quizzes/activities may be included in the non-scheduled classes. Quizzes/Activities will occur on:

September 7, 12, 26, 28

October 19, 26, 31

November 7, 9, 23, 28

* Please remember! Bring a pencil to class, just in case there are internet/phone/computer issues
☺ Scan sheets will be provided. Students will always have this option to take the quiz.

* Bring your Workbook to each class!

In-Class Tests (45%: 15%, 30%). There will be TWO, non-cumulative in-class tests. The tests will be multiple choice (up to D). Test dates: **OCTOBER 17 and NOVEMBER 21.**

Individual Assignments (15%). There will be several assignments that students will do individually. The assignments are to challenge students' ways of thinking about the world, to connect the readings to "the real world", and to strengthen students' reflective thinking and mindfulness. See Workbook for details. The assignments are:

My Family (7%). Students will draw (in colour) a picture of their families and write a reflective paper. The paper will be up to 3 pages, double spaced, 12 font. See Workbook for detailed instructions. Hard copies only. Make sure that you staple the grading sheet **ON THE BACK. DUE: October 3.**

Grading criteria:

- Drawing of picture (1%)
- Description of picture (1%)
- Links to readings (3%)
- Writing, organization, grammar (2%)
- Penalties: 1/7% per day; no grading sheet, Group number, TA name, not stapled: -1/7 each

Defining Me (4%). Throughout the course, students will learn about the various factors (nature, nurture) that directly and indirectly impact child development and beyond. These factors, both positive and negative, will influence how we perceive ourselves and the world around us.

To encourage and strengthen their critical reflection and mindfulness, students will write a paper about themselves. The paper will be up to 2 pages, double spaced, 12 font. The papers will

be confidential and only the TA or professor (if indicated) will read the paper. See the Workbook for detailed instructions. **DUE: October 12. Upload to Dropbox by beginning of class.**

Grading criteria:

- Thoughtfulness (3%)
- Writing, organization, grammar (1%)
- Penalties: 1/4% per day

Perspectives on Values (4%). Students will complete a Values Questionnaire (see Workbook for detailed instructions). **DUE: October 26. Upload to Dropbox by beginning of class.**

Grading criteria:

- Completion of the Questionnaire Part 1 (1%)
- Completion of the Questionnaire Part 2 (3%)
- Penalties: 1/4% per day

EXTRA CREDIT (1%). For the Individual Assignments, the Professor would appreciate your assistance in research! With the approval of the Research Ethics Board, your consent to participate in the research will be given to Mr. David Green. Mr. Green is a lecturer in this course but has NO connections to your grades or the TAs. He will keep track of all of the students who are willing to volunteer in the research and will enter the extra credit in Courselink. There is a background questionnaire that needs to be filled out as well. The names will not be disclosed to the Professor until after all grades are submitted.

If you do not want your assignments to be a part of the research, you will also have an opportunity to gain extra credit. You will fill out a questionnaire (on Courselink Announcements) and submit it to Mr. Green. He will then enter your extra credit.

Game/Intervention Project (32%). Children play with toys and games at this age. They also are involved in various programs and activities. The most effective toys/games/programs are those that are based on research. Thus, students will develop an innovative toy/game/program on a topic/social issue of the group's choice. There are two parts to the project: (a) research paper; and (b) toy/game/program. Be creative!

Students will be randomly placed in a group of 5 students. Due to the volume of the class, switching groups is not possible.

Company Report (2%). Students will collectively hand in ONE profile, providing the company's name, mission statement, and advisory board (list of students' names). Be creative on the 1 page (e.g., design a logo, use colour). View this 1 page as your advertisement to your new company. Make sure that you have your Group Number. **DUE: September 19.**

Part A: Game/Intervention Research Paper (15%). Focusing on an age group (early, middle), students will choose ONE social problem/issue (individual, familial, societal) that their product (toy/game/program) will address.

Students will use **TWO** peer-reviewed academic journal articles that will provide the foundation for the product. The articles should be recent (no older than 2000).

The paper will be up to 6 pages, double-spaced, 12 font. See Workbook for details. Make sure that you upload the project, along with the two articles, in dropbox by 4 PM. **DUE: NOVEMBER 30.**

Grading criteria ~

- What is the social problem/issue and is the target age appropriate? (2%)
- Summary of each article (2 x 2%)
- How are the three articles relevant to the problem? Rationale? (2 x 2%)
- How to these articles “fit together” (relevance) (2 x 1%)
- Organization, writing style, clarity (2%)
- APA, 6th ed (1%)
- The first page of each article **MUST** be provided (deduction of 1/20% per article page)
- Penalties: 3/15% per day

Part B: Product (10%). The prototype toy/game/program will be an innovative product that was based on the research conducted. Students should be creative in designing their prototypes. This may include the game pieces, flyers and program curriculum, etc..

Grading criteria ~

- Creativity (1%)
- Description of the product (2%)
- Instructions of how early/middle childhood children would use/experience the product (2%)
- Drawings or visuals of the product (3%)
- Organization, writing, grammar (2%)
- Penalties: 2/10% per day

The product paper will be up to as many pages as needed, double-spaced, 12 font. See Workbook for details. Make sure that you upload the project in dropbox by 4 PM. **DUE: NOVEMBER 30.**

Project A and B: Student Effort Evaluation (SEE) is a peer evaluation which will assess each individual’s efforts to the report/project, with a maximum of 100%. All of the scores will be averaged and then multiplied by the grade. For example, if your overall effort is 60% and the report receives an 8.5/10, your grade is $60\% \times 8.5 = 5.1/10$. Student Effort Evaluations will be handed in **SEPARATELY** from the report. * If you believe that all team members deserve 100% of the grade, then do *not* hand in a SEE.

Group Member Evaluation (5%). Students will evaluate their partners’ efforts and contribution to the project which will be confidential. For **EACH** person, students will give them an effort score of up to 100%. Scores will be averaged. See Workbook for details on grading system. **DUE: NOVEMBER 30.**

SUMMARY OF EVALUATION CRITERIA

| | |
|--|------------|
| In-Class Quizzes & Activities | 8 |
| In-Class Tests | 45 |
| Test 1 | 15 |
| Test 2 | 30 |
| Individual Assignments | 15 |
| My Family | 7 |
| Defining Me | 4 |
| Perspectives on Values | 4 |
| Group Project | 32 |
| Company profile | 2 |
| Research | 15 |
| Product | 10 |
| Group Member Evaluation | 5 |
| <hr/> | |
| TOTAL | 100 |

**** NOTE.** Assignments are due at the **BEGINNING** of class. During or after class is considered late. Late deductions are written under Grading Criteria for each assignment. To avoid penalties, students **MUST** make arrangements with the instructor along with proper documentation **BEFORE** the day that it is due.

E-MAIL COMMUNICATION

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Note. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

ACCESSIBILITY

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

DROP DATE

The last date to drop one-semester courses, without academic penalty, is Friday, November 3, 2017. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/c03-fallsem.shtml>

SCHEDULE & READING ASSIGNMENTS

| Date | Class Topic | Readings |
|------------------------|---|----------------------------------|
| Sept. 7 | Introduction * Quiz * | |
| 12 | Child Development: Theories * Quiz * | Ch. 1: 1 - 9 |
| 14 | Child Development: Theories & Themes | Ch. 1: 10 - 18 |
| EARLY CHILDHOOD | | |
| 19 | Research in Child Development * Bring family picture: photocopy * * OPTIONAL: Studying Tips * | Ch. 2: 21 - 31 |
| 21 | * GROUP TIME * | |
| 26 | Research in Child Development * Quiz * | Ch. 2: 31 - 42 |
| 28 | Attachment: Part 1 * Quiz * | Ch. 7: 170 - 176 Stein (1997) |
| Oct. 3 | Attachment: Part 2 * My Family * * OPTIONAL: Life Beyond Undergrad * | |
| 5 | * GROUP TIME * | |
| 10 | ~ FALL BREAK: YEAH!!! ~ | |
| 12 | Physical Growth in Preschool Children * Defining Me * | Ch. 8: 194 - 213 |
| 17 | ~ Test 1: Chs. 1, 2, 7, Stein, 8 ~ | |
| 19 | Cognitive Development in Preschool Children * Quiz * | Ch. 9: 217 - 229 |
| 24 | Cognitive Development in Preschool Children | Ch. 9: 230 - 246 |

26 Social & Emotional Development in Preschool Children Ch. 10: 249 - 268
* **Quiz** *
* **Perspectives on Values** *

31 Social & Emotional Development in Preschool Children Ch. 10: 268 - 282
* **Quiz** *

MIDDLE CHILDHOOD

Nov. 2 Physical Development in Middle Childhood Ch. 11: 285 - 299

7 Cognitive Development in Middle Childhood Ch. 12: 303 - 326
* **Quiz** *

9 Cognitive Development in Middle Childhood Ch. 12: 326 - 338
* **Quiz** *

14 * **ASK QUESTIONS: Q & A with TAs** *

16 * **GROUP TIME** *

21 * **Test 2: Chs. 9 - 12** *

23 Social & Emotional Development in Middle Childhood Ch. 13: 341 - 357
* **Quiz** *

28 Social & Emotional Development in Middle Childhood Ch. 13: 357 - 374
* **Quiz** *

30 * **Group Project** *
* **Group Evaluation** *
