



## FRHD\*2270: Development of Early and Middle Childhood COURSE OUTLINE – FALL 2020

### 1. CALENDAR DESCRIPTION

This course is an examination of development in the early and middle childhood years, with emphasis on family and societal contexts.

**Credit Weight:** 0.5 credits  
**Course Hours:** 3-0 (36 lectures; 0 lab/seminar)  
**Pre-Requisite(s):** 1 of ANTH\*1150, FRHD\*1010, FRHD\*1100, PSYC\*1000, SOC\*1100  
**Co-Requisites(s):** N/A  
**Restriction(s):** PSYC\*2450

### 2. 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, and peer relationships.

### 3. TIMETABLE

**Lecture:** Online  
**Location:** Online  
**Final Exam:** No final exam

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr. Susan Chuang, PhD  
**Email:** schuang@uoguelph.ca  
**Telephone:** 519-824-4120 ext. 58389  
**Office:** MINS 133D  
**Office Hours:** By appointment (via Microsoft Teams)

**Teaching Assistant 1:**  
**Email:**

**Teaching Assistant 2:**

**Email:**

## **5. LEARNING RESOURCES**

### **Required Resource**

Kail, R. V., & Zolner, T. (2021). *Children: A chronological approach*. Sixth Canadian Edition. Pearson Canada Inc.

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings</b>	<b>Assessments</b>
<b>1</b> Sept. 20	Theories	Ch. 1: pp. 1 - 15	
<b>2</b> Sept. 27	Themes	Ch. 1: pp. 16 - 18	Discussion & Chapter quiz
<b>3</b> Oct. 4	Research in Child Development	Ch. 2	Discussion & Chapter quiz
<b>4</b> Oct. 11	Attachment	Ch. 7: pp. 168 - 179	Test 1 (Weeks 1 – 4)
<b>5</b> Oct. 18	Physical Growth in Preschool Children	Ch. 8	Discussion & Chapter quiz
<b>6</b> Oct. 25	Cognitive Development in Preschool Children	Ch. 9	Discussion & Chapter quiz
<b>7</b> Nov. 1	Social & Emotional Development in Preschool Children	Ch. 10	Discussion & Chapter quiz Test 2 (Weeks 5 – 7)
<b>8</b> Nov. 8	Physical Development in Middle Childhood	Ch. 11	Discussion & Chapter quiz
<b>9</b> Nov. 15	Cognitive Development in Middle Childhood	Ch. 12: pp. 307 - 327	Pre-COVID Reflection
<b>10</b> Nov. 22	Cognitive Development in Middle Childhood	Ch. 12: pp. 327 - 341	Discussion & Chapter quiz
<b>11</b> Nov. 29	Social & Emotional Development in Middle Childhood	Ch. 13: pp. 345 - 360	Post COVID Reflection Test 3 (Weeks 8 – 10)
<b>12</b> Dec. 4	Social & Emotional Development in Middle Childhood	Ch. 13: pp. 361 - 379	Discussion & Chapter quiz

## 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Explain the various theoretical and conceptual approaches to early and middle childhood
2. Describe the developmental milestones, challenges, and issues in the various inter-related domains of biological, cognitive, psychological, social, and cultural realms
3. Understand the influences of family and social relationships (e.g., family, peers)
4. Critically reflect on the current trends and sociocultural challenges that these particular age groups face in everyday life (e.g., COVID-19)
5. Strengthen their writing and written communications skills.

## 7. TEACHING AND LEARNING ACTIVITIES

*Note.* If there are any changes to the schedule, announcements will be posted on CourseLink.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	Percentage
Online Chapter Quizzes (best of 7)	1 – 4	See weekly schedule	14
Discussions (2% each)	1 – 5	See weekly schedule	16
Test 1 (Weeks 1 – 4)	1 – 3	Oct. 11	10
Test 2 (Weeks 5 – 7)	1 – 3	Nov. 1	20
Test 3 (Weeks 8 – 10)	1 – 3	Nov. 29	20
Pre-COVID Reflection Paper	4, 5	Nov. 15	7
Post-COVID Reflection Paper	4, 5	Nov. 29	7
Peer Reflection Paper	5	Dec. 4	6
<b>TOTAL</b>			<b>100</b>

### Online Chapter Quizzes (14%)

At the **end** of each assigned chapter, there are chapter quizzes that must be completed by 11:59 pm ET each week (e.g., Chapter 1 is due September 27). Chapters to be quizzed are Chapters 1 – 2, 8 – 13. It is the best 7 of 8 quizzes. Students will have **three attempts** for each question. Points decrease after each incorrect answer. Each chapter quiz includes 15 questions, with a maximum of 75 points which will then be converted to 2% (e.g.,  $60/75 = 1.6\%$ ).

There are additional chapter quizzes for each section which is **OPTIONAL** (no grades). The quizzes must be completed by yourself, closed book, and no assistance. There is no time limit on the quizzes.

### **Discussions (8 x 2% = 16%)**

At the end of each assigned chapter, there is a discussion question that must be completed by 11:59 pm ET each week (e.g., Chapter 1 is due September 27). Each discussion will be worth 2%. Students will respond to the discussion question in a thoughtful and reflective way. There is a total of eight discussions.

### **Tests (50%)**

There will be three, *non-cumulative* online Tests, to be completed individually with no materials or aides. Students will have 24 hours to complete the test.

<b>Test</b>	<b>Readings</b>	<b>Number of Questions</b>	<b>Due Date</b>	<b>Time Limit</b>
Test 1 (10%)	Chs. 1 – 2, pp. 168 – 179	40	Oct. 11	55 minutes
Test 2 (20%)	Chs. 8 – 10	60	Nov. 1	80 minutes
Test 3 (20%)	Chs. 11 – 13	60	Nov. 29	80 minutes

### **Pre-COVID Reflection Paper (7%)**

Remember, long time ago? What is your earliest memory? What memories come to mind as you read the textbook chapters? This assignment is to have students critically reflect back to their childhood days and to compare and contrast with research-based information from the textbook.

Key terms are **BOLDED** in the textbook. Choosing **THREE** key terms from the assigned chapters:

1. Define the terms (do NOT quote) and include page number or section (e.g., 1.2) (3%).
2. For each term, describe your memory and how it relates to the term. Make sure that the member is fairly detailed as it will be reviewed for the Peer Pre-COVID Reflection paper (3%).
3. Writing and organization (1%).

Papers will be submitted in Dropbox (CourseLink) with Turnitin.com which will check for the authenticity and originality of the paper. Late papers will incur 1% out of 7% per day, unless the instructor grants an extension.

**DUE: Sunday, November 15 at 11:59 pm ET**

### **Post-COVID Reflection Paper (7%)**

Early and middle childhood has definitely changed during COVID-19 times in Canada and around the world. The question is, how has this virus changed or transformed child development? What are the positive and negative impact on children?

Focusing on TWO key terms from the assigned chapters but were not used in the Pre-COVID Reflection paper:

1. Define the terms (do NOT quote) and include page number or section (e.g., 1.2) (2%).
2. For each term, discuss how that term is related to COVID-19 (positively or negatively) (2%).
3. For teachers or parents, what key advice would you give them during these times? (1%).
4. With the key advice, operationalize it for them by providing concrete instructions of how to achieve X (1%).
5. Writing and organization (1%).

Papers will be submitted in Dropbox (CourseLink) with Turnitin.com which will check for the authenticity and originality of the paper. Late papers will incur 1% out of 7% per day, unless the instructor grants an extension.

**DUE: Sunday, November 29 at 11:59 pm ET**

### **Peer Reflection Paper (6%)**

The purpose of this assignment is for students to be critical of their personal experiences and how cultural, environmental, and social factors have impacted those experiences. For example, growing up in a small vs. large city, family structure (e.g., one or two parents, siblings, extended family), country of residency (e.g., Canada, China) will influence the developmental pathways of children. So, choosing a classmate, review their memories! Reach out to the classmate to discuss backgrounds and experiences. Students will be placed in groups and it is up to the students to reach out (via email, video) to at least one peer.

1. Using two memories, compare and contrast them with your memory of a similar event (2%).
2. As students compare past experiences, discuss TWO different factors that have created different life experiences, linking to the textbook (2%).
3. As students compare past experiences, discuss ONE similar factor that have created shared or different life experiences, linking to the textbook (1%).
4. Writing and organization (1%).

Post-

Papers will be submitted in Dropbox (CourseLink) with Turnitin.com which will check for the authenticity and originality of the paper. Late papers will incur 1% out of 6% per day, unless the instructor grants an extension.

**DUE: Friday, December 4 at 11:59 pm ET**

## **9. COURSE STATEMENTS**

### **Course Website**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### **Late Assignments**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### **Receipt of Grades**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade **must be made within two weeks from the date they are posted**. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

### **Turnitin Software**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10. UNIVERSITY STATEMENTS**

### **E-mail Communication**

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

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [[hyperlink to the website](#)] and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

## **Illness**

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

## **Drop Date**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

## **Copies of Out-Of-Class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## **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.

Please 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.](#)

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.