THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 440I

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term                      | Fall and Winter, 2014 - 15
Course Title                  | SOWK 440I - Social context of child development (3 credits)
Course Schedule               | Wednesdays, 9 am - 12 noon (Term 1)
Course Location               | Room 223 - Jack Bell Building

Instructor                     | Dr. Rina Bonanno
Office Location                | Room 104
Office Hours                   | By appointment

COURSE DESCRIPTION:

This course will assist students in preparing for research and/or practice in relation to the effects of context on the emerging physical, cognitive, emotional and social character of the child. Students will be prepared to examine both favourable and aversive social conditions for child development.

GOALS/OBJECTIVES:

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

1. Critically examine how child development is applicable to social work practice.
2. Evaluate the range of psychological theories relevant to child development within social work practice.
3. Critically examine the importance of observation and presentation skills in social work practice in the context of anti-oppressive practice.
4. Critically analyse the issues relating to the development of the child and the implications for later life.

REQUIRED COURSE TEXTS:

JOURNAL ARTICLES:
Additional readings are listed each week and are available via Connect or the UBC library.

PLEASE NOTE:
The internet (including e-mail and Connect) will be used extensively in this class. Please make sure that you check your UBC affiliated e-mail and Connect regularly.
ASSIGNMENTS & EXPECTATIONS

ASSIGNMENTS:

Research presentation & paper assignment
- presentation 10%
- thesis statement & annotated bibliography 5%
- final paper 20%

Observing Children: Identifying & understanding the importance of developmental milestones 30%

ONLINE ASSIGNMENTS:

Reading Reflections (Connections & Constructions) 30%

PARTICIPATION:

Class participation 5%

ATTENDANCE:

2.5 percentage points will be deducted from your final grade for every unexcused absence!

All assignments must be completed in order to pass this course. Please make sure that you type and carefully proofread all your assignments. Assignments are to be written in essay format using APA style. The referencing style for APA is described on a sheet available from the UBC Koerner library or library web site. Papers that do not follow formatting instructions will not receive a grade.

In addition to being evaluated on quality of work, students will also be evaluated on class participation, thus making full attendance a crucial element for demonstrating understanding of course material. Please refer to the UBC Connect site for this course for all assignment descriptions, details and due dates.

COURSE POLICIES:

Attendance: full attendance is essential in order to facilitate the kind of learning experience that this course was designed to provide. Missing classes will affect your grade in this course (see above). Responsibility for making up work missed through absences rests entirely with the student. Students who miss 2 or more classes for unexplained reasons may be asked to repeat the course. If you are ill, you are expected to notify the instructor by e-mail and may be required to submit a Statement of Illness from a physician.

Late or Missed Assignments: credit will not be given for late assignments unless prior arrangements have been made with the instructor. In the case of illness, the student must submit a Statement of Illness from a physician and may be required to complete an alternate assignment.

Excerpt from the UBC calendar:

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.
## TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>Lectures taken from the following sources*</th>
</tr>
</thead>
</table>
| 1    | September 3| 1) Introduction/s
2) Dimensions of Development                                       | Chapter 1
          Article #2: Hildyard & Wolfe (2002)                             |
|      |            | *Sample C&C on these readings due in class next week*               |                                             |
| 2    | September 10| 1) Theory & Research in Child Development
2) Genetics, Prenatal Dev & Birth                                      | Chapter 2
          Chapter 3                                                      |
| 3    | September 17| 1) Observation
2) Infancy and Toddlerhood
          Article #4: Catty, J. (2009)
          Chapter 4                                                      |
|      |            | C&C due by noon Sept 22 on Connect                                    |                                             |
| 4    | September 24| 1) Early Childhood: Physical Development
2) Early Childhood: Cognitive Dev                                      | Chapter 5
          Article #5: Maguire et al. (2005)
          Chapter 6                                                      |
| 5    | October 1   | 1) Early Childhood: Social Emotional Development                       | Chapter 7
          Article #6: Darwish et al. (2001)
          Article #7: Sivan, A. B. (1991)                                 |
| 6    | October 8   | Connecting Theory to Practice: Student Presentations                  | Presentation slides, thesis statement & annotated bibliographies are due |
| 7    | October 15  | Connecting Theory to Practice: Student Presentations                  |                                             |
| 8    | October 22  | 1) Middle Childhood: Physical Dev
2) Middle Childhood: Cognitive Dev                                      | Chapter 8
          Chapter 9                                                      |
|      |            | Research papers are due                                              |                                             |
| 9    | October 29  | 1) Middle Childhood: Social Emotional Development                     | Chapter 10
          Article #8: English et al. (2005)
          Article #9: Schneider et al. (2005)                             |
|      |            | C&C due by noon Nov 3rd on Connect                                   |                                             |
| 10   | November 5  | 1) Adolescence: Physical Dev
2) Adolescence: Cognitive Dev                                           | Chapter 11
          Chapter 12                                                      |
| 11   | November 12 | 1) Adolescence: Social Emotional Dev                                   | Chapter 13
          Article #10: Pan et al. (2007)                                  |
| 12   | November 19 | 1) Peers, School & Bullying                                           | Observing Children assignment is due         |
|      |            | 2) Last Day of Class                                                  | C&C on this week’s readings due at start of class |
|      |            |                                                                    | Have a wonderful Holiday!                   |

*Students should come to class having read the assigned readings for the week.

PLEASE NOTE: The syllabus, particularly with regard to the course schedule, is tentative and subject to change according to the needs and interests of the class. Please refer to Connect for assignment details and please check your UBC email regularly.
## ADDITIONAL REQUIRED READINGS

<table>
<thead>
<tr>
<th>Article</th>
<th>Title</th>
<th>Citation</th>
</tr>
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</table>
Keeping Track of My Grades

My Grade/s   Percentage of Final Grade   Due Date

ASSIGNMENTS:
Research presentation & paper assignment  35%

Presentation  ___/10 marks  Oct 8\textsuperscript{th} & 15\textsuperscript{th}
Thesis statement & annotated bibliography  ___/5 marks  Oct 8\textsuperscript{th}
Final paper  ___/20 marks  Oct 22\textsuperscript{nd}

Observing children assignment  30%  Nov 19\textsuperscript{th}

ONLINE ASSIGNMENTS:
Reading Reflections (Connections & Constructions)  30%

Sample C&C  ♣_/ ungraded  Sept 10\textsuperscript{th}
1\textsuperscript{st} C&C  ___/10 marks  Sept 22\textsuperscript{nd}
2\textsuperscript{nd} C&C  ___/10 marks  Nov 3\textsuperscript{rd}
3\textsuperscript{rd} C&C  ___/10 marks  Nov 26\textsuperscript{th}

PARTICIPATION:
Class participation  ___/5 marks\textsuperscript{1}  5%  will vary

TOTAL  ___/100 marks\textsuperscript{2}  100%

GRADING CRITERIA\textsuperscript{3}

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
</tr>
</tbody>
</table>

\textsuperscript{1} Students will provide constructive feedback for two separate reading reflections (C&C) posted by their classmates. Students can choose the readings/reflections they would like to provide feedback on but must provide feedback within 1 week of the original posting.

\textsuperscript{2} Subtract 2.5 percentage points/marks for each unexcused absence.

\textsuperscript{3} Letter grades will be based on the percentage achieved using the UBC grading system (outlined above).