JEFFERSON COLLEGE
COURSE SYLLABUS

PSY201
CHILD DEVELOPMENT
3 Credit Hours

Prepared by:
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Minor Revision or Update by: Fran Moore
Per Curriculum Committee Process Change: April 25, 2018

Terry Kite, Ed.D., Social Science & Business Division Chair
Shirley Davenport, Ph.D., Dean of Arts and Science Education
PSY201 Child Development

I. CATALOG DESCRIPTION

A. Pre-requisites:
   - Reading proficiency
   - PSY101 General Psychology or PSY101H Honors General Psychology with a minimum grade of “C”

B. Credit hour award: 3

C. Child Development examines the physical, cognitive and psychosocial development of the individual from preconception to the emergence of adolescence. (S, O)

D. Curricular alignment:
   - Elective course applies toward AA or AAT degree.
   - Fulfills AAS – Child Care/Early Childhood degree requirement.

II. EXPECTED LEARNING OUTCOMES WITH CORRESPONDING ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Describe fundamental concepts, principles, historical trends, figures, theories, overarching themes, empirical findings, and applications of child development psychology</td>
<td>Class activity</td>
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<td>Formative assessment</td>
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<td>Paper/project</td>
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<td>Summative examination</td>
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<td>Identify the sequence and process of physical, cognitive, and psychosocial development from conception through emerging adolescence, as well as how genetic and environmental factors interact to influence child development; demonstrate knowledge of the risk factors associated with prenatal development and labor and delivery; appreciate the capabilities and limitations of children experiencing the different time-frames of development</td>
<td>Class activity</td>
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<td>Formative assessment</td>
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<td>Paper/project</td>
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<td>Summative examination</td>
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<td>Analyze the elements of child developmental psychology research design and critique the research methods and ethical standards in basic child developmental psychological research</td>
<td>Class discussion/activity</td>
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<td>Discussion board (O)</td>
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<td>Formative assessment</td>
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<td>Written project/paper</td>
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<td>Summative examination</td>
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<td>Demonstrate child developmental psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources</td>
<td>Class activity</td>
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<td>Paper/project</td>
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### III. OUTLINE OF TOPICS

A. **Fundamental concepts**
   1. Historical and current perspectives of childhood
   2. Developmental periods, transitions and influences
   3. Theories of development
   4. Developmental research methodology

B. **Prenatal development**
   1. Conception and infertility
   2. Interaction of genetics and environmental influences on child development and chromosomal variations
   3. Pregnancy and prenatal testing
   4. Physical growth during gestation

C. **Physical development from birth through emerging adolescence**
   1. Childbirth process
   2. Characteristics of the newborn
   3. Physical growth and nutrition
   4. Brain development
   5. Reflexes and motor development
   6. Health, injury and mortality
   7. Immunizations
   8. Physical growth
   9. Nutrition
   10. Sleep

D. **Cognitive development from birth through emerging adolescence**
   1. Cognitive developmental view
   2. Information-processing view
   3. Psychometric/Intelligence view including theories of intelligence and assessment
   4. Language development
   5. Social cognition
   6. Education and school
   7. Moral development

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<tr>
<th>Explain how child developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors</th>
<th>Class activity Formative assessment Paper/project Summative examination</th>
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<tbody>
<tr>
<td>Integrate developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems related to human development</td>
<td>Class activity Formative assessment Paper/project Team presentation Summative examination</td>
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</tbody>
</table>
E. Psychosocial development from birth through emerging adolescence  
   1. Attachment and theories of attachment  
   2. Self-concept and self-definition  
   3. Emotional and personality development  
   4. Development of self and identity  
   5. Social interaction including play  
   6. Gender development  
   7. Family dynamics and relationships  
   8. Peer groups and friendships  
   9. Mental health and maltreatment  
  10. Culture, ethnicity and socioeconomic status  

IV. METHODS OF INSTRUCTION  
A. Assigned student readings from textbook and supplemental materials  
   completed outside class meetings and prior to other methods of instruction  
B. Learner-centered instruction during class meetings, online, and/or through  
   service learning are primary methods of instruction  
   1. Participation in cooperative, active, constructive learning through  
      simulations, case studies, reflective activities, discussion, role-  
      play, and/or debate with peers  
   2. Formative Assessments designed to clarify content, promote  
      application, provide retrieval practice, and encourage self-evaluation  
      of learning  
   3. Completing activities, graphic organizers, psychological  
      measures, and/or writing assignments that relate to course  
      content  
C. Brief instructional interactive lessons, educational media, and/or  
   demonstrations, in classroom or online  

V. REQUIRED TEXTBOOK  
child’s world: Infancy through adolescence (13th ed.), New York, NY: McGraw-  
Hill Higher Education.  

VI. REQUIRED MATERIALS  
A. Course Home Page available through www.jeffco.edu  
B. A computer with internet access and basic software to include word  
   processing (Jefferson College provides access to computers on campus)  
C. Current American Psychological Association (APA) Style Guide  
      the American Psychological Association, 6th Edition (second or later  
      printing). Washington, DC: author (Available at the library reference  
      desk or for purchase or rent from the bookstore)
VII. SUPPLEMENTAL REFERENCES

A. Current library resources
   2. Periodicals
   3. Videos

B. Current internet resources to include online reference materials

VIII. METHODS OF EVALUATION

A. Class activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth ~12% of total course grade; options include:
   1. Minute paper
   2. Muddiest point
   3. Directed paraphrasing
   4. One sentence summary
   5. Real-world application cards
   6. Exam evaluation questions
   7. Student-generated exam questions
   8. Presentations
   9. Small group projects
   10. Think-Pair-Share or Predict-Observe-Explain
   11. Short in-class writings or reflections
   12. Subject matter warm-ups (review notes in pairs)
   13. Discussions
   14. Debates
   15. Case studies
   16. Role-plays
   17. Graphic organizers
   18. Psychological measures
   19. Personal Response Systems or Clickers
   20. Field trips (real, simulated or virtual)
   21. Blackboard course orientation for online and/or hybrid course
B. Formative assessments completed online and/or in classroom designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning – worth ~22% of total course grade; options include:
   1. small unit/chapter quizzes
   2. clicker questions

C. Papers and/or projects (1-4 assignments) - worth ~22% of total course grade
   1. All written assignments require:
      a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
      b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
      c. Use of appropriate scholarly sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
   2. One or more assignments must require:
      a. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
      b. Use library databases to identify and retrieve articles that report original, empirical, psychological research published in scholarly peer reviewed publications
      c. Integration of child developmental theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems related to adolescent development, and/or promote beneficial civic, social, and global outcomes in a diverse society:
         i. Interview
         ii. Observation
         iii. Cognitive Assessment
         iv. Personality Assessment
         v. Case study analysis
         vi. Journal article summary
         vii. Reflective writing
         viii. Web-based resource analysis
         ix. Controversial position paper
         x. Research paper
         xi. Research proposal
         xii. Resource file
         xiii. Informative pamphlet/flyer
         xiv. Report of application project
         xv. Service Learning
         xvi. Real-world problem solving
         xvii. Student portfolio
         xviii. Media reflection
D. Summative examinations (2-5 examinations) completed in classroom or approved proctored testing center - worth ~44% of total course grade
   Instructor developed tests (objective and/or essay)

E. Extra credit – worth maximum 5% of total course grade
   1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
   2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available

F. Grading Scale
   A= 100-90%
   B= 89.9-80%
   C=79.9-70%
   D=69.9-60%
   F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101 phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, http://www.jeffco.edu).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and
actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.