JEFFERSON COLLEGE

COURSE SYLLABUS

PSY201

CHILD DEVELOPMENT

3 Credit Hours

Prepared by:
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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

Expected Learning Outcomes	Assessment Measures
Describe fundamental concepts, principles, historical trends, figures, theories, overarching themes, empirical findings, and applications of child developmental psychology	Class activity Formative assessment Paper/project Summative examination
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	Class activity Formative assessment Paper/project Summative examination
Analyze the elements of child developmental psychology research design and critique the research methods and ethical standards in basic child developmental psychological research	Class discussion/activity Discussion board (O) Formative assessment Written project/paper Summative examination
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	Class activity Paper/project

Explain how child developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Class activity Formative assessment Paper/project Summative examination
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	Class activity Formative assessment Paper/project Team presentation Summative examination

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

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

Current edition: Martorell, G., Papalia, D. E. & Duskin Feldman, R. (2014). *A 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
1.   American Psychological Association. (2010). *Publication Manual of 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)

2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Retrieved from www.apa.org/pubs/books (Available at the library reference desk or for ~$12 purchase/download from www.apa.org/pubs/books)

VII.   SUPPLEMENTAL REFERENCES

A.   Current library resources
1. Books - *Publication Manual of the American Psychological Association*
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

            xix.   Team presentations
            xx.   Book review
            xxi.   Autobiographical 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.