

*This syllabus is a replacement for the original. Although the dates are different, the readings and graded assignments are identical.*

**Psychology 205 – Child Development, Spring 2009**

**Instructor:** Dr. Patti Owen-Smith

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**Office:** 317 Seney

**Office Hours:** By appointment

**Texts:** The Development of Children (6<sup>th</sup> Ed.), by Michael Cole, Sheila R. Cole, and Cynthia Lightfoot; Required readings are on line and can be accessed through library e-reserves

**About this class:** The Psychology of Child Development introduces the student to the field of Developmental Psychology. The major focus will be on those concepts necessary to an understanding of the process of growth from conception through adolescence. The format of the class will include lecture, class discussion, class presentations, and a theory/practice-service/learning format.

There are two distinctive features to this class:

- (1) In-class dialogue and discussion will be a significant component. While I will lecture on a regular basis, I will also expect you to take much of the leadership and ownership of the class. You have important ideas to share.
- (2) This class will incorporate a Theory/Practice-Service Learning (TPSL) format.

**Course Objectives:** Each of us in this class should expect the following:

1. To participate actively in class discussions and in Blackboard conversations on a regular basis and in a thoughtful manner. This means that each of us should be able to frame our conversations around the text, lecture, and the theory presented and to listen respectfully and carefully to one another.
2. To connect the theory of the texts and lectures to the daily lives of human beings from infancy through adolescence. Our TPSL community placements will be one important venue for doing this.
3. To understand clearly the ways in which cognitive, physical, and psychosocial development are interconnected and define growth and human experiences.
4. To see the specific ways in which class, ethnicity, gender, sexual orientation, and age intersect to influence growth and development.
5. To grow in heart and mind. This means that we will make a conscious attempt to develop a tolerance and appreciation of others' ideas and convictions, particularly those views that are different from our own.
6. To enjoy this moment in time in our own journey of learning

**Requirements of the Course:** All of the following assignments will be discussed in class. Guidelines for these assignments will be posted to our Blackboard site.

- (1) Class attendance, participation, and Blackboard discussion (10%)
- (2) Written Response to Selected Readings (15%)
- (3) Toy Project and Presentation (15%)
- (4) TPSL Reflection Paper and Community Placement (30%):
- (5) Quizzes (30%): You will respond to three short-answer quizzes during the course of the semester.

The plus-minus system will be utilized in the calculation of final grades.

The Student Honor Code of Oxford College applies to every member of the class. Please review this Code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words of another person without quotations and without adequate referencing. Please note also that the use of former students' papers may not be used in any form; to do so is to violate the Honor Code. Should you have any questions about what constitutes plagiarism, please consult with me.

**Course Schedule:**

1/14	Introduction to course
1/16	Issues in the study of Child Development
1/19	No Class – Martin Luther King, Jr. Holiday
1/21	Discussion of the TPSL format
1/23	Genes and the Environment
1/26, 1/28	Prenatal Development and Birth
1/30	Response to Question #1 due - Discussion
2/2	Infant Capacities
2/4	Achievements of the first year
2/6	No Class
2/9, 2/11	End of Infancy

2/13	Quiz 1
2/16	Early Experience and Later Life
2/18	Early Childhood Cognitive Development
2/20	No Class
2/23	Early Childhood Social Development
2/25	TPSL Class Discussion
2/27, 3/2	Middle Childhood Cognitive Development
3/4 3/6	Middle Childhood Social Development
3/9-3/13	Spring Break
3/16	Response to Question #2 due – Discussion
3/18	TPSL Discussion
3/20	No Class
3/23, 3/25, 3/27	Toy Project Presentations – <i>Attendance required for all three days!</i>
3/30	Quiz 2
4/1, 4/3, 4/6	Adolescent Social and Biological Development
4/8	Adolescent Cognitive and Psychological Development
4/10	No Class
4/13	Adolescent Cognitive and Psychological Development (continued)
4/15	Response to Question #3 – Discussion
4/17	No Class – Office Consultations for TPSL final paper
4/20	Quiz 3
4/22	No Class - Office Consultations for TPSL final paper
4/24, 4/27	TPSL Final Paper due and Discussion

\*Please note that there will be no final examination in this course!