

PSYCHOLOGY 205
CHILD DEVELOPMENT

Fall 2007
Oxford Library Video Conference Room
M-W-F 9:35 am to 10:25 am

Instructor: Ms. Stacy Ryan, M.A.
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Required Text: Cole, M., Cole R. S., & Lightfoot, C. (2005). The Development of Children. (5th edition). NY: Worth Publishers.

Course Description:

This course is designed to give you an introduction to how biological, cognitive, emotional, social and cultural influences impact children's development. This course will encourage and require critical thinking about the field of child development by examining available literature on developmental processes and concepts. During class time, material from the text will be supplemented with a combination of lecture, class discussion, demonstrations, group activities, and videotape examples. You are strongly encouraged to contribute your opinions, knowledge, and questions to class to aid in the classroom learning process.

Our class will operate on the assumption that the teacher-student relationship is a partnership whereby we learn from one another. ***I make the assumption that we are all teachers and all learners.*** Therefore, each of us will actively participate in and assume responsibility for the class.

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

1. To participate actively in class discussions 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 active learning exercises will be an important avenue 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!**

PSYCH 205: Course Requirements

Complete all assigned readings: Students are responsible for reading all of the assigned texts before class.

Class Participation: Students are expected to attend class and participate in class discussions. Throughout the semester, students will receive class participation points for participating in activities and group discussions.

Active Learning: There will be two active learning exercises over the course of the semester. The active learning exercises will give students the opportunity to take a more interactive relationship with the subject matter of the course. Students will be encouraged to generate rather than simply receive knowledge by completing an active learning exercise that will focus on a major theme in the respective part of the text. One of the active learning exercises will require students to present their project or findings to the class and the other active learning exercise will require students to complete a response paper (see syllabus below). More information will be distributed at a later date.

Examinations: There will be four exams. Unless otherwise announced, exams will take place in **Oxford Library Video Conference Room**. Review sheets will be handed out before each exam to direct your studying toward relevant lecture and book topics. The format of the exams will be a combination of multiple choice items, short answers, and essays of moderate length. The exams will require you to do more than simply memorize material. Short answer and essay questions will consist of application questions and questions that require you to draw connections among related material.

Make-up Exams: Except in the case of illness on the day of the exam (with confirmation by a note from the Dean's office) there will be no make-up exams. Please note that make-up exams may differ in format and will invariably be more difficult than the in-class examination. Note that make-up exams are not given during the final exam period. A missed final exam will result in a grade of zero on the exam, unless you arrange with the instructor to receive an Incomplete in the class.

Term Paper: This will consist of an 8-10 page, typed, doubles-spaced report on a child or adolescent (ranging in age 4-17 years old, male or female) in a popular movie that portrays a child development theme. The aim is for you to apply the concepts learned in class to a specific individual, evaluating this youngster with respect to his/her family, prenatal, medical, physical growth, emotional maturity, intellectual, social, and language

situation. The point of this exercise is to use the concepts presented in the various chapters, identifying them in one particular instance. In carrying out this evaluation you should determine how well the child can accomplish the type of tasks described by Piaget and Vygotsky which are designed to assess cognitive, social, moral, behavioral, etc. accomplishments. Your paper should be divided or organized into sections, indicating the particular developmental areas you are discussing. Follow the APA writing style, bringing in at least 5 references (other than your texts) to document or amplify your discussion. You should end with a conclusion section, summarizing his/her overall level of development while indicating sectors of strength and weakness. PAPER IS DUE **12/10**; LATER PAPERS WILL BE MARKED DOWN A ½ LETTER GRADE.

List of films you may use for this paper:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PSYCH 205: Course Policies

Accommodations for students with disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity: *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 with out quotations and without adequate referencing. Should you have any questions about what constitutes plagiarism, please consult with me.*

Class Assignments: will be collected at the beginning of class. Extensions will be granted only for serious and unavoidable events.

Incompletes: are strongly discouraged and will also only be granted in extreme cases.

Please make certain that your cell phones are off and that I do not see nor hear them in the classroom at any time!!!!!!

PSYCH 205: Grading

Final Grades: Final grades will be based upon the following point system, with no curve.

<u>Points Earned</u>	<u>Grade</u>		
930-1000	A	Midterm 1	75
900-929	A-	Midterm 2	150
870-899	B+	Midterm 3	150
830-869	B	Midterm 4	150
800-829	B-	Term Paper	250
770-799	C+	Class Participation	50
730-769	C	Active Learning	175
700-729	C-		
670-699	D+		
600-669	D	TOTAL	1000
Below 600	F		

Course Schedule

*The following schedule is subject to change as the semester progresses.

<u>Date</u>	<u>Topics and Assignments</u>
W, Aug. 29	Introduction to Course
F, Aug. 31	Issues in the Study of Child Development ▪ Chapter 1 – Introduction
M, Sept. 3	No Class – Labor Day Holiday
W-F, Sept. 5-7	Conception ▪ Chapter 2 – Genes and the Environment
M-W, Sept. 10 & 12	Prenatal Development ▪ Chapter 3 – Prenatal Development and Birth
F, Sept. 14	** Exam #1 – Chapters 1-3 ** Toy Project Requirements and Grading Scale (Handouts)
M-F, Sept. 17-21	Infancy ▪ Chapter 4 – Infant Capacities **Questions regarding toy project and group assignments, Friday, Sept. 21
M-W, Sept. 24 & 26	Infancy Cont'd

- Chapter 5 – Achievements the First Year

F-M, Sept. 28 & Oct. 1

Infancy Cont'd

- Chapter 6 – The End of Infancy

*****Last Day to provide me with movie choices for term papers,
Friday, September 28***

W, Oct. 3

Developmental Influences

- Chapter 7 – Early Experience and Later Life

F, Oct. 5

***** Exam #2 – Chapters 4-7***

M, Oct. 8

No Class – Midsemester Break

W – F, Oct. 10 & 12	Early Childhood ▪ Chapter 8 – Cognitive development
M - W, Oct. 15 & 17	Early Childhood ▪ Chapter 9 – Cognitive development
F – M, Oct. 19 & 22	Early Childhood (High School Visitors) ▪ Chapter 10 – Social development
W, Oct. 24	Early Childhood ▪ Chapter 11 – Social development
F, Oct. 26	No Class – Toy Project Collaboration
M, Oct. 29	Toy Project Due & Presentations
W, Oct. 31	Toy Project Presentations (continued)
F, Nov. 2	** Exam #3 – Chapters 8-11
M-W, Nov. 5 & 7	Middle Childhood ▪ Chapter 12 – Cognitive development
F-M, Nov. 9 & 12	Middle Childhood ▪ Chapter 13 – Cognitive development
W-F, Nov. 14 & 16	Middle Childhood ▪ Chapter 14 – Social development
M, Nov. 19	“Dr. Phil Visits the Class Room”
W – F, Nov. 21 & 23	No Class – Thanksgiving Holiday
M-W, Nov. 26 & 28	Adolescence ▪ Chapter 15 - Social and Biological Development **Response papers for Dr. Phil episode due, Wednesday, Nov. 28
F – W, Nov. 30 & Dec. 5	Adolescence ▪ Chapter 16 - Adolescent Cognitive and Psychological Achievements
F, Dec. 7	TBA
M, Dec. 10	** Exam #4 – Chapters 12-16 **Term Papers Due

