Psychology 205 – Child Development, Fall 2009

Instructor: Dr. Patti Owen-Smith
Phone: 784-8322
Email: psypos@emory.edu or via Learn Link "Patti Owen-Smith"
Office: 317 Seney
Office Hours: By appointment
Texts: The Development of Children (6th Ed.), by C. Lightfoot, M. Cole, & S. R. Cole
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.

There are two distinctive features to this class:

   (1) **Problem-based Learning (PBL)** - an approach to teaching and learning whereby complex, real-world problems are used in an effort to help students identify, research, and analyze developmental concepts. PBL centers on collaborative work among students. In other words, students will be assigned to a learning team for the entire semester. Such an opportunity allows for students to engage with one another in a shared enterprise of learning by discovery.

   (2) **Theory/Practice-Service Learning (TPSL)** – an integration of the theory of the classroom with actual experience in the local community. Therefore, students will partner with a particular social service agency or educational system to both serve and learn from the community and relate course content to actual experience. .

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

1. To participate actively and cooperatively as a team member in thinking critically about a posed problem in Child Development and investigating and responding to this problem

2. To demonstrate effective communication skills, both verbal and written

3. To connect the theory of the classroom to the daily lives of human beings from infancy through adolescence (Our TPSL community placements will be one important venue for doing this)

4. To understand clearly the ways in which cognitive, physical, and psychosocial development are interconnected and define growth and human experiences.

5. To see the specific ways in which class, ethnicity, gender, sexual orientation, and age intersect to influence growth and development.

6. 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.

7. 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. Also, guidelines for each individual assignment will be posted to our Blackboard site.

(1) Problem Response Presentations and written summaries (30%)

(2) Attendance (10%)

(3) Peer Evaluations (10%)

(4) TPSL Reflection Paper and Community Placement (20%)

(5) Quizzes (30**%)**

(Extra points may be added on to your final grade for insightful and provocative questions or comments posed to the team presenters)

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.

Please, no cell phones in the classroom! They are discourteous and interrupt the integrity of our learning experience. If I see or hear a cell phone in this classroom, I will ask you to leave.

Course Schedule:

8/26	Welcome!
8/28	Issues in the study of Child Development
8/31	Introduction to Problem Based Learning
9/2	Introduction of Theory Practice-Service Learning (TPSL)
9/4	Introduction to Problem 1
9/7	LABOR DAY HOLIDAY – Rest and have fun!
9/9	Community Placement Assignments Problem 1 – In-class Team Work

9/11	Problem 1 In-class Team Work
9/14, 9/16	Response to Problem 1 - Team Presentations and summaries
9/18	Introduction to Problem 2
9//21, 9/23	Problem 2 – In-class Team Work
9/25, 9/28	Response to Problem 2 - Team Presentations and summaries
9/30	Introduction to Problem 3
10/2	NO CLASS – Problem 3 - Out-of-class Team Work
10/5, 10/7	Response to Problem 3 - Team Presentations
10/9	NO CLASS!
10/12	FALL BREAK!
10/14	TPSL Discussion
10/16	Quiz 1
*10/16	***Last day for dropping without academic penalty***
10/19	Introduction to Problem 4
10/21, 10/23	NO CLASS – Out-of-class Team Work
10/26, 10/28	Response to Problem 4 - Team Presentations and summaries
10/30	Evaluative Feedback
11/2	Quiz 2
11/4	Introduction to Problem 5
11/6, 11/9	Problem 5 – In-class Team Work
11/9, 11/11	Response to Problem 5 - Team Presentations and summaries
11/13	Introduction to Problem 6
11/16, 11/18	Problem 6 – In-class Team Work

11/20, 11/23	Response to Problem 6 - Team Presentations and summaries
11/25-11/29	THANKSGIVING BREAK – Enjoy!
11/30	Evaluative Feedback
12/2	Quiz 3
12/5, 12/7	TPSL Reflection Paper due and Discussion