

(Please note: This syllabus is tentative and may be re-negotiated or changed given the needs of our class)

Psychology 205 – Child Development, Fall 2012

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Texts: The Development of Children (7th Ed.), by Michael Cole, Sheila R. Cole, and Cynthia Lightfoot

About this class: The Psychology of Child Development introduces the student to the field of Developmental Psychology, specifically the study of children and adolescents. 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 some lecture, class discussion, group work, class presentations, and a theory/practice-service/learning format.

This class will move more slowly than what you might be accustomed to. I emphasize depth rather than breadth and, therefore, periods of silence will be used in this class so that we might think, write, and ponder. We will value contemplation as a critical dimension of deep learning and understanding. “This is not McSchool...there are no golden arches out front.”¹

There are three distinctive features to this class:

- (1) **In-class discussion and collaborative group work** will be significant components. This means that I will expect you to take much of the leadership and ownership of the class. You have important ideas to share!! You will also collaborate with other students in assigned working groups. This means that you will work on group projects with one another. *If you are opposed to group work and a group grade, this is not the class for you.*
- (2) **Theory/Practice-Service Learning (TPSL)** incorporates an integration of the theory of the classroom with experience in the local community. Therefore, you will work in a social service agency or educational system within Newton County for the purpose of serving and learning from the community and relating course content to actual experience. Since this adds two hours per week to your class time, I have given you a number of “days off.” (see the course schedule below)
- (3) **Silence, contemplation, and hospitality** will enable us to ponder what we are learning. As noted above, we will often sit for a minute to think about what we have read or heard. We will also practice hospitality with one another by learning one another’s names and addressing one another by these names. We will also begin and end the class in a *hospitable* manner through music and silence.

¹ O’Reilly, M. R.

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

1. To participate 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 our own experiences (we all have been children!) 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 find personal meaning in the course material and the classroom experience.
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 and guidelines for these assignments will be posted to our Blackboard site. As a class, you will decide the weight you wish to assign to each of these as long as they fall within the range I offer below.

- (1) Group Project – annotated bibliography and in class presentations (15-25%)
- (2) TPSL Placement and Blackboard Discussions (10-15%)
- (3) Four Quizzes (10-15% each)
- (4) Final TPSL Reflection Paper (15-15%)
- (5) Group contribution (10-20%)

Since you are critical to the class regular attendance is expected and required. You may miss 3 classes without incurring a penalty to your group contribution grade. I do not give excused absences unless there is an *extraordinary* situation; therefore, use your three absences wisely. Students more than 15 minutes late will be considered absent.

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.

****Since we will make a conscientious attempt to practice hospitality in this class, no cell phone, computers, Ipads, or similar devices in the classroom are allowed! They are often used discourteously and interrupt the integrity of our learning experience. If I see or hear a cell phone or other technologies in this classroom, I will ask you to leave.***

Course Schedule:

8/29	Introduction to course
8/31	Discussion of weights for each assignment Working Group Assignments
*9/3	<i>Labor Day Holiday – Relax and have fun!</i>
9/5	Discussion of the Theory Practice-Service Learning (TPSL) format
9/7	Issues in the study of Child Development (Ch. 1)
9/10	Genes and the Environment (Ch. 2)
9/12	TPSL placements Genes and the Environment (continued)
9/14, 9/17	Prenatal Development and Birth (Ch. 3)
*9/19	<i>Quiz 1 (Chs. 1, 2, & 3)</i>
*9/21	<i>No Class – Take time for yourself.</i>
9/24, 9/26, 9/28	Infant Capacities & Achievements (Chs. 4, 5, 6)
10/1, 10/3	“Babies” (DVD) & Discussion
10/5	TPSL Discussion
*10/8	<i>Quiz 2 (Chs. 4, 5, & 6 plus video)</i>

*10/10 & 10/12	<i>No Class – Nurture yourself!</i>
*10/15-10/16	<i>Fall Break - Breathe and enjoy!!!!</i>
10/17	Cognitive Development & Language Acquisition in Early Childhood (Ch. 7)
10/19	Midterm evaluative feedback Physical Development in Early Childhood (Ch. 8)
10/22	Social and Emotional Development in Early Childhood (Chs. 9 & 10)
*10/24	<i>Quiz 3 (Chs.7, 8, 9 & 10)</i>
*10/26	No Class! Collaborative work on Midterm Projects
*10/29, 10/31, 11/2	Midterm Project Presentations and Annotated Bibliographies due (<i>Please note that ALL annotated bibliographies are due on 10/29</i>)
11/5	TPSL Discussion
11/7	Physical Development in Middle Childhood (Ch. 11)
11/9	Cognitive Development in Middle Childhood (Ch.11)
11/12, 11/14	Social Development & Emotional Development in Middle Childhood (Chs. 12 & 13)
11/16, 11/19	Physical and Social Development in Adolescence (Ch. 15)
*11/21-11/25	Thanksgiving Break – Enjoy and be thankful!
11/26	Cognitive Development in Adolescence (Ch. 14)
11/28, 11/30	“ <i>Waiting for Superman</i> ” (DVD) & Discussion Evaluative Feedback
*12/3	Quiz 4 (Chs. 11, 12, 13, 14, 15 & video)
*12/5	TPSL Reflection Paper Due; TPSL Discussion
12/10	TPSL Discussion (continued)