

Psychology 205 – Child Development, Fall 2013

201 Language Hall, 1:15-2:20

Instructor:

Dr. Patti Owen-Smith

Phone:

770-784-8322

Email:

psypos@emory.edu

Office:

317 Seney

Office Hours:

By appointment

Texts:

The Development of Children (7th Ed.), by Michael Cole, Sheila R.

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

Distinctive Features:

- (1) **In-class discussion and collaborative group work** will be significant components. This means that I will expect you to take most 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)

¹ O'Reilley, M. R.

- (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 begin and end the class in a *hospitable* manner through music and silence.

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 text, group projects, 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 find personal meaning in the course material and the classroom experience.

Requirements: 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 (20%)
- (2) TPSL Placement and Blackboard Discussions (20%)
- (3) Four Quizzes (10% each; Total 40%))
- (4) Final Comprehensive Exam (20%)

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

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 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, IPods, iPads, lap tops, or other similar technologies in the classroom! They are often used in a discourteous manner and interrupt the integrity of our learning experience. While I do not anticipate that anyone in this class will violate this policy, I will ask you to leave the class should you choose to do this.

Attendance Policy: This class will be discussion based and focused on *your* presence and *your* voice. Therefore, *three or more absences* are not acceptable and will have a significant impact on your final grade. If there are extenuating circumstances pertaining to an absence and you have documentation of these circumstances, please discuss this immediately with me.

Course Schedule:

8/28	Introduction to course
8/30	Issues in the study of Child Development (Ch. 1)
*9/2	<i>Labor Day Holiday – Relax and have fun!</i>
9/4	Introduction to the Theory Practice-Service Learning (TPSL) format; <i>Last day for changing courses</i>
9/6, 9/9	Theories of Child Development Group Assignments
9/11	TPSL placements Prenatal Development and Birth (Ch. 3)
9/13	Prenatal Development and Birth (continued)
*9/16	<i>Group 1 - Kids in the News & Class Discussion</i>
*9/18	<i>Quiz 1 (Chs. 1, 2, & 3; Kids in the News)</i> Last day for dropping course without academic penalty
9/20, 9/23 9/23	Infant Capacities & Achievements (Chs. 4, 5, 6) <i>TPSL Begins!</i>

*9/25	<i>Group 2 Kids in the News & Class Discussion</i>
9/27, 9/30	"Babies" (DVD) & Discussion
*10/2, 10/4	<i>No Class – Nurture yourself!</i>
10/7	TPSL Discussion
*10/9	<i>Quiz 2 (Chs. 4, 5, & 6; Kids in the News; video)</i>
*10/11	<i>No Class – Take a moment to breathe.</i>
*10/14-10/15	<i>Fall Break - Rest and have fun!!!!</i>
10/16	Cognitive Development & Language Acquisition in Early Childhood (Ch. 7)
*10/18	<i>Group 3 Kids in the News & Class Discussion</i>
10/21	Physical, Social, Emotional Development in Early Childhood (Chs. 8, 9, & 10)
*10/23	<i>Group 4 Kids in the News & Class Discussion</i>
*10/25	<i>Quiz 3 (Chs.7, 8, 9 & 10; Kids in the News)</i>
10/28	Physical Development in Middle Childhood (Ch. 11)
*10/30	<i>Group 5 Kids in the News & Class Discussion</i>
11/1	Cognitive Development in Middle Childhood (Ch.11)
*11/4	<i>Group 6 Kids in the News & Class Discussion</i>
11/6	Social Development & Emotional Development in Middle Childhood (Chs. 12 & 13)
*11/8	<i>No Class - Just relax!</i>

<i>*11/11</i>	<i>Group 7 Kids in the News & Class Discussion</i>
11/13	Physical and Social Development in Adolescence (Ch. 15)
11/15	<i>Group 8 Kids in the News & Class Discussion</i>
11/18	Cognitive Development in Adolescence (Ch. 14)
11/20, 11/22	“Waiting for Superman” (DVD) & Discussion
<i>*11/25</i>	<i>Quiz 4 (Chs. 11, 12, 13, 14, 15; Kids in the News; video)</i>
<i>*11/27-11/29</i>	<i>Thanksgiving Break – Enjoy and be thankful!</i>
<i>*12/2</i>	<i>Group 9 Kids in the News & Class Discussion</i>
12/4	TPSL Discussion
<i>*12/6</i>	<i>Group 10 Kids in the News & Class Discussion</i>
12/9	Closing Remarks & Evaluative Feedback

Happy Holidays to each of you!!

