

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

## **Psychology 205 – Child Development, Spring 2010**

**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, discussion, and collaboration** will be significant components. 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!! You will also collaborate with other students. This means that you will work on group projects with one another. *If you are opposed to group work, this is not the class for you.*
- (2) **Theory/Practice-Service Learning (TPSL)** incorporates an integration of the theory of the classroom with actual experience in the local community. Therefore, you 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 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 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 and Guidelines for these assignments will be posted to our Blackboard site.

- (1) Class attendance and participation (10%)
- (2) Two Group Projects - written summaries and presentations (15% each))
- (4) TPSL Reflection Paper and Community Placement (30%)
- (5) Quizzes (30%)

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:**

1/13	Introduction to course
1/15	Issues in the study of Child Development (Ch. 1)
<b>*1/18</b>	<b>No Class – Martin Luther King, Jr. Holiday</b>
1/20	Discussion of the TPSL format
1/22	Issues in the study of Child Development (continued - Ch. 1)
1/25	Genes and the Environment (Ch. 2)
1/27, 1/29	Prenatal Development and Birth (Ch. 3)
2/1, 2/3, 2/5	Infant Capacities & Achievements (Chs. 4, 5, 6)
<b>*2/8</b>	<b>Quiz 1</b>
2/10, 2/12	Cognitive Development & Language Acquisition in Early Childhood (Ch. 7)
2/15, 2/17	Physical Development in Early Childhood (Ch. 8)
2/19, 2/22	Social and Emotional Development in Early Childhood (Chs. 9 & 10)
<b>*2/24, 2/26</b>	<b>No Class – Collaborative work with group on Project 1</b>
<b>*3/1, 3/3</b>	<b>Project summaries due and presentations</b>
3/5	TPSL Class Discussion
<b>*3/8-3/12</b>	<b>Spring Break!</b>
3/15	Overview of final paper guidelines and midterm feedback
3/17, 3/19	Physical & Cognitive Development in Middle Childhood (Ch. 11)
<b>*3/19</b>	<b>Title/subject of final paper submitted</b>

<b>*3/22</b>	<b>Quiz 2</b>
3/24, 3/26	Social Development & Emotional Development in Middle Childhood (Chs. 12 & 13)
3/29	TPSL Discussion
3/31, 4/2	Physical and Social Development in Adolescence (Ch. 15)
4/5, 4/7	Cognitive Development in Adolescence (Ch. 14)
<b>*4/9</b>	<b>No Class – Collaborative work with group on Project 2</b>
<b>*4/12, 4/14</b>	<b>Project summaries due and presentations</b>
4/16	TPSL Discussion
<b>*4/19</b>	<b>Quiz 3</b>
4/21	Closing Remarks and Feedback
<b>*4/23, 4/26</b>	<b>TPSL Final Paper due and brief class presentations</b>

*\*Please note that there will be no mid-term or final examination in this course!*