

Psychology 205 – Child Development, Fall 2014

201 Language Hall, 1:15-2:20

Instructor:

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Texts:

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



Welcome to our class!!! Let's make this a wonderful semester as we study the amazing life of children.

The Psychology of Child Development introduces you to the field of Developmental Psychology, specifically the study of children and adolescents.

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

¹ O'Reilly, M. R.

Distinctive Features:

- (1) In-class discussion and collaborative group work
- (2) Theory/Practice-Service Learning (TPSL)
- (3) Silence, contemplation, and hospitality

Course Objectives:

1. To participate in class discussions on a regular basis and in a thoughtful manner.
2. To connect the theory of the text, group projects, and lectures to the daily lives of human beings from infancy through adolescence.
3. To find personal meaning in the course material and the classroom experience.

Requirements:

- (1) Group Toy Project (20%)
- (2) TPSL Placement and Blackboard Discussions (20%)
- (3) Four Quizzes (10% each; Total 40%))
- (4) Final Comprehensive Exam (20%)

Academic Integrity: The Student Honor Code of Oxford College applies to every member of the class. Please review this Code carefully. A vital aspect of academic integrity also includes the use of technology. Therefore, no cell phones, iPods, iPads, lap tops, or other similar technologies may be used once class begins! They 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. You are important in this classroom. Therefore, *three or more absences* are unacceptable 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:

8/27	Introduction to course
8/29	Issues in the study of Child Development (Ch. 1)
<i>*9/1</i>	<i>Labor Day Holiday – Relax and have fun!</i>
9/3	Introduction to the Theory Practice-Service Learning (TPSL) format; <i>Last day for changing courses</i>

9/5	Theories of Child Development (Ch. 1) Project group Assignments
9/8	TPSL Assignments Theories of Child Development (continued)
9/10	Theories of Child Development (cont.)
<i>*9/12</i>	<i>No Class – Enjoy your time out of class</i>
9/15, 9/17, 9/19	Prenatal Development and Birth (Ch. 3)
<i>*9/22</i>	<i>Quiz 1 (Chs. 1, 2, & 3)</i> <i>TPSL begins!</i>
9/24, 9/26, 9/29	Infant Capacities & Achievements (Chs. 4, 5, 6)
10/1, 10/3	“Babies” (DVD) & Discussion
<i>*10/6</i>	<i>Quiz 2 (Chs. 4, 5, & 6 and video)</i>
10/8	TPSL Discussion
<i>*10/10</i>	<i>No Class! Rest and enjoy!</i>
<i>*10/13-10/14</i>	<i>Fall Break - Rest and have fun!!!!</i>
10/15, 10/17	Cognitive Development & Language Acquisition in Early Childhood (Ch. 7) <i>(10/17 is last day for dropping course without academic penalty)</i>
10/20, 10/22, 10/24	Physical, Social, Emotional Development in Early Childhood (Chs. 8, 9, & 10)
<i>*10/27</i>	<i>Quiz 3 (Chs. 7, 8, 9, & 10)</i>
<i>*10/29, 10/31</i>	<i>No Class! Time to work on your Toy Project</i>

11/3, 11/5	Physical & Cognitive Development in Middle Childhood (Chs. 11 & 12)
11/7, 11/10	Social and Emotional development in Middle Childhood (Ch. 13)
<i>*11/12, 11/14, 11/17, 11/19</i>	<i>Toy Project Presentations</i>
11/ 21	Physical and Social Development in Adolescence (Ch. 15)
11/24	Cognitive Development in Adolescence (Ch. 14)
<i>*11/26 - 11/28</i>	<i>Thanksgiving Holiday- Contemplate gratitude</i>
12/1, 12/3	TPSL Discussion
<i>12/5</i>	<i>Quiz 4 (Chs. 11, 12, 13, 14, 15; video)</i>
12/8	Closing Remarks & Evaluative Feedback

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.