

SYLLABUS:Psy K200 Child Psychology

Three Rivers Community College

Fall 2017

Instructor: Dylan Gaffney, MSCP

Contact: mypsyclass@earthlink.net

Class meeting time: Tuesday and Thursdays from 3:30-4:45 in room D105
Office Hours: By appointment. I am on the campus Tuesdays and Thursdays.

TEXT:



SEVENTH EDITION
**THE DEVELOPMENT
OF CHILDREN**

CYNTHIA LIGHTFOOT
MICHAEL COLE
SHEILA R. COLE

Course Description:

Prerequisite: Psy K111

3 CREDIT HOURS

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This course presents the basic principles, current research and traditional theories of child development, from the prenatal period to the onset of adolescence, with an emphasis on the earlier years of childhood. Students will be guided in the development of a scientific and objective attitude toward the interpretation of child behavior and will study various methods of conducting research in child development. They will observe children and analyze their behavior in each of the following areas: physical abilities and motor skills, cognitive abilities as well as social and emotional developments.

Specific Learning Objectives for this course:

This course is intended to:

1. Equip students to better understand childhood behavior, especially as it is observed in the North American culture.
2. Help students gain insight into the behavior, needs, motives, and the feelings of children.
3. Provide students with an introduction to a theory base in human development.
4. Challenge students to reflect upon childhood development and the influences that impact that development.
5. Encourage students to reflect on their own childhood and to understand the forces that impacted personal growth and development.

General Student Learning Outcomes:

Student will demonstrate an understanding of:

1. The use of scientific methodology and research for investigating important questions relative to human behavior.
2. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective for the biological, cognitive and psychosocial basis of human behavior.
3. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables.

Assessment- In order to measure the quality of the learning experience students will demonstrate their knowledge through writing assignments, discussions, field work and examinations.

Class room decorum

Integrity & Civility

We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all.



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You will be treated with respect and as honorable individuals.

We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. **Cell phone conversations and text messaging are grounds for dismissal from class. Disrespect of your classmates and disruptive behaviors will not be tolerated.**

Learning Rules in the Classroom

- Turn off your** cell phones. No texting. No tweeting. Turn off your phones before you enter my classroom....
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable
- No behavior that is viewed as inconsiderate and disrespectful to your classmates, who are here to learn, will be tolerated
- No behavior that is inconsiderate and disrespectful to the instructor, who is here to teach, will be tolerated.
- Only activities related to what we are doing in this class will be tolerate
- Only one person speaking at a time, don't call out, wait to be recognized.
- No wandering in and out of the classroom-use the facilities before class.

Use of Electronic Devices in the Classroom:

(FCW approved 12/2/09):

It is the right of every college student to be educated in an environment that is free from distraction from the educational activities being conducted in the classroom. To support students' right to a distraction-free educational environment, the policy follows:

- **All electronic devices, including cell phones, MP3 players, iPods, and tablets must be turned off during class time.**
- In the case of medical emergency, or family need, when contact with the student is required, a cell phone may be left on during class time, **with permission from the instructor.** The cell phone must be set to vibrate to minimize the level of distraction for other students.
- Laptops are to be used only in the following circumstances:
 - As an approved reasonable accommodation for a student with a disability certified by the Office of Disability Support Services/Learning Resource Center. Laptops used for the purpose of disability accommodation are restricted to this purpose only and may not be used for other purposes.
 - There has been prior permission granted by the instructor to an individual student.
 - There is a classroom requirement for laptop use initiated by the instructor.
- **A student's use of electronic devices in the classroom without prior permission, including cell phones, MP3 players, iPods, and tablets may result in the student being requested to leave the classroom, and an absence may be recorded for the student for that class.**

Plagerism: Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means papers

shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed.

Attendance

This course is based on teaching, learning and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning (Forando, 2009). Former students agree unequivocally that coming to class is essential for success in this course. **Class attendance and participation is part of the grading rubric.**

If you miss a class, *you* are responsible for obtaining **from a classmate** information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence.

Punctuality is imperative. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.

How do I make the grade? (600 possible points)

Attendance and Participation; 25 class lectures, points per 4=100 points

***Field Work: 100 points**

Writing Assignments/Homework 100 points

Three Tests 100 points each, 300 points total. (1/2 of your total grade)

NOTE: I will NOT be spending our class time together re-packaging the text, but rather launching off from that with added information, so you will have to read the text.

***FIELD WORK: I will explain this in class, but you will be doing field research armed with theoretical knowledge and write an analysis of your work.**

GRADES AVAILABLE DEC. 27 ON THE THREE RIVERS WEB SITE

Course Schedule- Child Psychology-Fall 2017

Date: August 29, 31 (Week One)

Aug. 29 Topic: Course Introduction and Syllabus Review

August 31 Topic: History, Central Issues/Nature/Nurture

Readings: pages 1-15

Date: Sept 5, 7 (Week Two)

Sept 5 NO CLASS-OUTSIDE VIDEO AND WRITING ASSIGNMENT (Nat Geo)

Sept 7 Nature/Nurture “Genie-Wild Child” (Writing Assignment Due)

Date: Sept. 12, 14 (Week Three)

Sept. 12, 14 Topic: Grand Theorists

Readings: pages 15-31

Date: Sept. 19, 21 (Week Four)

Sept 19-Review of prenatal development from Nat Geo

Topic: The First Three Months (Focus: brain development, temperament)

Chapter 4: pg 126-130;148-150

Sept 21 Topic: Physical/ Cognitive Infancy-18 months-3 years

Readings: Chapter 5

Topic: Social and Emotional Development in Infancy

Readings: Chapter 6

Date: Sept. 26, 28 (Week Five)

Sept 26 Course catch up, review for test 1

Sept 28 Test 1

Date: Oct 3, 5 (Week Six) Oct 3, 5 EARLY CHILDHOOD

Topic: Language Acquisition

Readings: Chapter 7

Topic: Literacy and the Importance of Story

Readings: Handouts and in class work

Topic: Physical and Cognitive Development in Early Childhood

Readings: Chapter 8

Date: Oct. 10, 12 (Week Seven)-EARLY CHILDHOOD

Topic: Physical and Cognitive Development in Early Childhood

Readings: Chapter 8

Date: Oct. 17, 19 (Week Eight)

Oct 17: Reading Day-no class

Oct 19: Topic: Social and Emotional Development in Early Childhood

Topic: The Business of Play

Readings; Chapter 9

Date: Oct. 24, 26 (Week Nine)

October 25-Course Catch up

Oct. 26: Test 2

Date: Oct 31, Nov 2 (Week 10) MIDDLE CHILDHOOD

Topic: Physical and Cognitive Development in Middle Childhood

Readings: Chapter 11

Date: Nov. 7, 9 (Week 11)

Topic: School as a Context for Development

Readings: Chapter 12

Date: Nov. 14, 16 (Week 12)

Topic: Social and Emotional Development in Middle Childhood

Readings: Chapter 13

(Bullying forum assignment and roles given)

THANKSGIVING WEEK-NO CLASSES Nov 22, 24

Date: Nov 28. 30 (Week 13)

Topic: Topic: Bullying, Self Esteem and Moral Development

Readings: Handouts

Date: Dec. 5, 7 (Week 14)

DEC 11 LAST DAY TO WITHDRAW FROM THE CLASS

Dec 13:Topic: Field Work due/ present findings

Dec 15: Bully Forum-in class project

Date Dec 12, 14 (Week 15)

Dec. 12 Course Catch up

Dec 14 Test 3