

# **Normal and Exceptional Child and Adolescent Development**



**John Cormier, M.A.  
Psy K216 (CRN 13619)  
Thursdays 6:30-9:15  
Rm D102**

**Three Rivers Community College  
Office Hours by appointment or before/after class  
[jcormier@trcc.commnet.edu](mailto:jcormier@trcc.commnet.edu)  
Work (Days): 860-376-7648**

## Normal and Exceptional Child and Adolescent Development

This course examines changes in the individual from conception through adolescence, including both typical and atypical aspects of physical, cognitive, linguistic, and social/emotional development. Traditional and contemporary theories of psychology, as well as current research and methodology, will form the basis of the course content. Developmental needs and issues relevant to educating school-age children will be emphasized.

Prerequisite: English 101, Psychology 111 or 112

### Required Text:

McDevitt, T.M. & Ormrod, J.E. (2016). *Child Development and Education – 6<sup>th</sup> Edition*. New Jersey: Pearson/Merrill Prentice Hall. ISBN: 978-0134013534

Additional Readings/Videos:

- *Connecticut Early Learning and Development Standards* (2014); [http://www.sde.ct.gov/sde/lib/sde/pdf/backtoschool/ctelds\\_whatchildren\\_birthtofive\\_should\\_know\\_and\\_be\\_able\\_to\\_do.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/backtoschool/ctelds_whatchildren_birthtofive_should_know_and_be_able_to_do.pdf)
- *CT Common Core Academic Standards* [https://ctcorestandards.org/?page\\_id=2](https://ctcorestandards.org/?page_id=2)
- <http://www.easternct.edu/cece/video-clip-library/>
- [https://www.ted.com/talks/alexander\\_tsiaras\\_conception\\_to\\_birth\\_visualized](https://www.ted.com/talks/alexander_tsiaras_conception_to_birth_visualized)

### Course Outcomes:

Upon successful completion of this course, students will be able to:

Utilize critical thinking skills to analyze psychological theories and research data:

1. Develop the ability to evaluate the quality and utility of classic theories of child and adolescent development to explain the developmental process
2. Develop the ability to analyze the strengths and weaknesses of contemporary research studies pertaining to normal and exceptional child and adolescent development
3. Articulate, in verbal or written discussion, the manner in which one's personal viewpoint supports or refutes a stated position
4. Identify and understand the complex relationship between biological factors, psychological factors, family patterns, cultural values, and significant environmental variables that influence human development
5. Demonstrate knowledge of differences in development evident in students with special needs, gifts, and talents

Understand how social/environmental factors (social institutions, historical trends and cultural context) impact the development of the individual during childhood and adolescence:

6. Develop an understanding of how cultural differences in America and around the world influence individual differences in social, emotional, intellectual/cognitive, linguistic, and physical development during childhood and adolescence
7. Evaluate the impact of healthcare, economic, educational and family systems on development during childhood and adolescence

8. Discuss the applications of empirical and theoretical perspectives in the classroom, and when working with children
9. Appreciate the manner in which historical era impacts psychological theories of normal/exceptional human development

Understand and express ideas about child and adolescent developmental psychology:

10. Demonstrate the ability to comprehend and interpret written passages
11. Synthesize written material pertaining to psychological research or theories of child/adolescent development
12. Produce college-level writing
13. Discuss controversies in child development

Understand social science research methods used in developmental psychology research:

14. Acquire knowledge about academic inquiry
15. Understand various research methods used in psychology to study normal, abnormal, and exceptional human development
16. Identify the major figures in the field of child and adolescent developmental psychology
17. Understand the difference between correlation and causation, as well as how this difference impacts interpretation of research
18. Understand methods used in naturalistic observations to analyze children's behavior

### **Methods of Evaluation/Percent of Grade:**

- Attendance, class participation, and professional disposition (10%)
- Three "Skill-Check" Assessments (Blackboard) (45%)
- Journal Article Reviews (2 reviews) (15%)
- Field Observation Paper (10%)
- Application Paper and Presentation (20%)

### **Course Requirements:**

Attendance – Regular attendance is essential to gain required knowledge to meet class objectives and participation in class discussion and group-based learning activities is expected. Class absence will negatively impact your final course grade based on the attendance policy outlined below up to a maximum penalty of a 10% deduction. ***There are no exceptions to this policy. Significant illness leading to class absence will require a conference with the instructor and a doctor's note.***

NO ABSENCES = 100 pts.  
ONE ABSENCE = 96 pts.  
TWO ABSENCES = 89 pts.

THREE ABSENCES = 79 pts.  
FOUR ABSENCES = 70 pts.  
FIVE ABSENCES = 59 pts.  
SIX or MORE ABSENCES = 00 pts.

Skill-Check Assessments – Over the course of the semester, three Blackboard-based assessments of textbook and classroom content knowledge will be administered. Assessments will be primarily in multiple-choice format with two/three essay questions to assess integration/application of knowledge

Journal Article Reviews – Review of a “scientific” study published in a Psychological Journal pertaining to a topic in child/adolescent development. The review will consist of a summary and evaluation of research methodology used, a summary of findings, and a statement about the study’s practical application within the field of education. (A detailed guide and scoring rubric will be made available on Blackboard)

Field Observation Paper – This assignment provides the opportunity for you to observe what you have learned in real life. Obtaining relevant permission (parent/setting), you will conduct a brief observation/assessment with a child/adolescent sufficient to document an area of skill development and assess findings against a formal developmental theory of your choice (i.e. Piaget’s Stages of Cognitive Development; Vygotsky’s Zone of Proximal Development, etc.). Observations and findings are to be summarized in a two/three page paper. (A detailed guide and scoring rubric will be made available on Blackboard).

Application Paper and Presentation – This “group-assignment” will allow you and your assigned partners to apply your knowledge about child/adolescent typical and exceptional development to explore and provide a recommended solution to a presenting problem/question in child development (i.e. child screen-time use, effects of nutrition on learning and cognitive development, advantage/disadvantage of universal pre-school programs, influence of music on early skill development, impact of learning sign-language on acquisition of spoken language, etc.) based on a review of literature and understanding of “best” developmental practices. A formal four-six page paper will be written and topic findings shared (creatively) with the class on an assigned due-date. (A detailed guide and scoring rubric will be made available on Blackboard).

## **Classroom Policies:**

All participants have the right to learn without judgment or disruption

This class requires work with individuals with diverse backgrounds and abilities. Respect and confidentiality for those we are working with is essential and will be enforced.

Disability Statement – If you have a hidden or visibility disability that requires classroom or test-taking accommodations, please see me as soon as possible to discuss needs and develop an intervention plan. If you have not already done so, you may choose to notify and consult with services for students with disabilities or a disabilities counselor for assistance. Please check handbook for information on these services.

Late/Missing Work and – All assignments, including assigned readings are expected to be completed by the assigned due-date. Work submitted past the assigned due-date will be subject to a 10% penalty (-10 points). With the opportunity to submit assignments electronically through email, a class absence is not considered a valid excuse for missing a due-date.

Grade-Improvement Opportunity – The ultimate goal of an assignment is to learn. Effort and persistence will be rewarded. With the exception of Assessment Skill-Checks and the Application Paper/Presentation, remaining assignments may be re-submitted for an improved grade no later than one week following the initial return of that graded assignment

Cellular Phone Use - Cell phones are permitted in class only if turned off or in silent mode. Receiving or sending text messages in class is unprofessional and therefore prohibited.

Food/Drink – Food and snack food is permitted in class only if it is consumed discretely and does not present distraction to others.

Academic Integrity Policy - The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty. General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges) Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Spring 2016 College Calendar Dates (Course Related)**

Jan 19	Classes begin, Add and drop periods begin
Feb 1	Last day to drop classes and partial tuition refund
Feb 16	Last day to select audit option
Feb 17-20	Lincoln's and Washington's Birthday observed - classes not in session
Mar 13-19	Spring Break - classes not in session
Apr 14	Good Friday - college closed
May 4	Reading/make-up day
May 8	Last day to withdraw from classes
May 15	Last day of 15 week session
May 22	Final grades due
May 24	Student grades available on web

## PSY K216 Course Calendar

The instructor reserves the right during the semester to modify due dates and assigned material.  
Assignments are due on date listed.

<u>Date</u>	<u>Topic</u>	<u>Due</u>
1/19/17	Course Introduction and Overview -Developmental domains/Nature vs Nurture -Theories of child dev.	
1/26/17	Research and Assessment Methods -Data collection techniques/Research methodology -Journal reviews (Science vs Opinion)	Chapter 1
2/2/17	Research and Assessment Methods (Cont.) -Classroom/Teacher assessments	Chapter 2
2/9/17	Social Influences on Development -Family membership/Family interaction -Social influences on the family	Chapter 3 Journal Review #1
2/16/17	Biology and Genetic Influence -Genetic/Biological foundations of human dev. -Prenatal development/Child birth	Chapter 4 Skill Check #1
2/23/17	Physical Development -Principles of growth/Health and well-being -Neurological (brain) dev.	Chapter 5
3/2/17	Cognitive Development -Piaget and Vygotsky	Chapter 6 Journal Review #2
3/9/17	Cognitive Processing/Intelligence -Basic cognitive processes/Theories of Intelligence -Measurement of intelligence/Exceptionalities in intelligence	Chapter 7, 8
3/16/17	No Class (Spring Recess)	
3/23/17	The Development of Language -Theories of language dev./Trends in language learning -Individuality in language dev./English learners	Chapter 9
3/30/17	Development of Language/ Academic Skill Development -The dev. of reading/writing and math skills -Social studies and the arts	Chapter 10 Skill Check #2

<u>Date</u>	<u>Topic</u>	<u>Due</u>
4/6/17	Emotional Development -Erikson's Theory of Psychosocial Dev. -Attachment/Emotional growth -Temperament and Personality	Chapter 11
4/13/17	Emotional Development/ Development of Self/Social Understanding -Management of emotional (aggression)/behavioral problems	Chapter 12/Chapter 14 Field Observation Paper
4/20/17	Self-Regulation and Motivation -Development of "self"/Social-cognition -Group-work time (Application Paper)	Chapter 13
4/27/17	Self-Regulation and Motivation (Cont.) -Dev.trends in self-regulation -Extrinsic/Intrinsic motivation/Motivating children at school -Application Paper Presentations	Application Paper Due
5/4/17	Moral Development -Moral reasoning/Theories of moral dev. -Prosocial behavior/Social skills -Application Paper Presentations	Chapter 14/Chapter 15
5/11/17	Course Summary -Application Paper Presentations	Skill Check #3 (in class)