SYLLABUS: Child Psychology (Psy K200)

Three Rivers Community College

Fall 2018

Instructor: Dylan Gaffney, MSCP

Office Location: adjunct office D205

Office Hours: By appointment

E-Mail: mypsyclass@earthlink.net

Meeting Time 3:30-4:45 Tuesday and Thursday, Room D-105

***Information contained in this syllabus may change as circumstances warrant.***

***Check Black board for class notifications.***

Course Description:

Prerequisite: Psy K111: General Psychology

This course will examine childhood from conception to middle childhood (school age) Emphasis will be placed on the physical, cognitive, and psychosocial development of childhood all framed in the specific culture of childhood.

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.and to understand the forces that impacted personal growth and development.

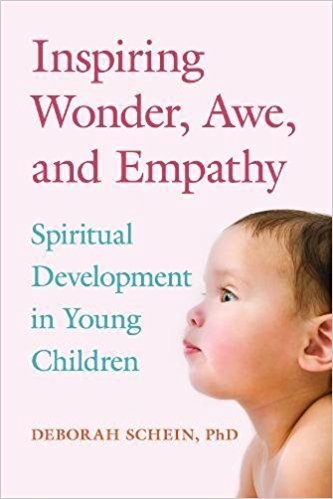
General Student Learning Outcomes:

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 and in the investigation of individual personality variables.

5.  The history of psychology, and knowledge of the formative and influential psychologists who developed the field.

***Required Reading List:***

Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children by [Deborah Schein](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Deborah+Schein&search-alias=books&field-author=Deborah+Schein&sort=relevancerank)

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**Discovering the Culture of Childhood by** [**Emily Plank**](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Emily+Plank&search-alias=books&field-author=Emily+Plank&sort=relevancerank) **and** [**Carol Garhart Mooney**](https://www.amazon.com/Carol-Garhart-Mooney/e/B001IU0LQY/ref=dp_byline_cont_book_2)****

**What’s Going on in There? by Lise Eliot**



The Philosophical Baby: What Children’s Minds Tell Us about Truth, Love and the Meaning of Life by Alison Gopnik

Early Learning Theories Made Visible by Miriam Beloglovsky and Lisa Daly

Chicken Soup for the Soul: Teens Talk Middle School

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 Coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of the absences, you risk failure. If you miss a class, ***YOU*** are responsible for obtaining from a classmateinformation 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.

Integrity & Civility

*You will be treated with respect and as honorable individuals.* 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.

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

-No cell phones in any way, shape or form. No texting. No tweeting. Turn off your phones before you enter my classroom…..No iPods, etc. in 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.

-No wandering in and out of the classroom. Use the facilities before coming to class.

To ensure a complete understanding of these rules a contract will be provided to you to sign, and a copy will be returned to you.

Learning Needs

If you have difficulty with the course material, please see me. I am happy to clarify any questions you may have. *I will be available before and after class.*

If you have special needs (such as a learning disability, physical condition, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone’s learning.

**DISABILITY SUPPORT SERVICES**

 If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

|  |  |
| --- | --- |
| **TRCC Disabilities Service Providers**  Counseling & Advising Office  Room A-119 | |
| **Matt Liscum**  (860) 215-9265 | Mental Health DisabilitiesLearning DisabilitiesADD/ADHDAutism Spectrum |
| Elizabeth Willcox, Advisor  (860) 215-9289  Room A113 | Physical DisabilitiesSensory DisabilitiesMedical Disabilities |

**W**ithdrawal

Make sure you contact the Registration Office to complete the official procedures if you intend to withdraw. Dec. 9 is the last day to withdraw. See course calendar for Three Rivers with important dates, included in this syllabus.

BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY:

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact (Victoria Baker, Interim Title IX Coordinator, Update for Fall 2018), the Diversity Officer and Title IX Coordinator:

YOUR JOB? To show up ready to learn.

MY JOB? To show up and facilitate your learning

Evaluation Procedures - Grades determined as follows:

100 points Midterm

100 points Final

150 points Attendance (not coming late and/or leaving early) cooperation and preparedness (5 points a class)

150 points \*Homework (110) and class exercise (10) including TAP writing assignment submission. (30)

100 points Field Research Paper

Total: 600 points

\* Written homework on readings: 2-3 page reflection/synopsis of assigned readings (font 12, double space). Write about what you found interesting but cite so I know you actually did the reading.

Assessment- In order to measure the quality of the learning experience students will demonstrate their knowledge through writing assignments, homework, discussions, class activities, exams and Field Research to include the TAP General Education Assessment Rubric Social Phenomena Knowledge.

Examinations

Examinations will cover material from the assigned readings (whether discussed in class or not) and data we have discovered in class through lecture, video, and discussion.

There are very few legitimate reasons for missing an exam. Make-up exams will be given only to students who have an acceptable reason for missing the exam, and only to students who have contacted the instructor in advance of the exam. It is your responsibility to petition the Instructor for the ***privilege***of a make-up exam.

When homework is given it is expected to be turned in on time. No late work will be accepted. Check your spelling and grammar. There is no excuse for sloppy work.

Course Schedule

|  |  |  |
| --- | --- | --- |
| Week 1 | August 28 | Introduction to the course |
|  | *Tuesday* | Syllabus review and introductions  Domains of Development |
| Week 1 | August 30 | Influences on Development |
|  | Thursday | Fundamental Concepts Development  THE CULTURE OF CHILDHOOD  NO CLASS TUESDAY SEPT 4  Assigned Reading list for first homework listed on Sept 4. |
| Week 2 | Sept 4  Tuesday  NO CLASS | NO CLASS: ASSIGNMENT  Readings: ***“Discovering the Culture of Childhood****”* Introduction and Chapter OneRead“***The Philosophical Baby:***  Introduction :*pg 1-18 and Chapter 4.*  Read“***What’s Going on in There?***  *Chapter One.* |
|  |  |  |
| Week 2 | Sept 6  Thursday | NATURE/NURTURE Lecture: GENIE: WILD CHILD  **HOMEWORK ONE DUE: COME PREPARED TO DISCUSS YOUR READING** |
| Week 3 | Sept 11  Tuesday | GRAND THEORISTS |
|  |  |  |
| Week 3 | Sept 13 | GRAND THEORISTS continued  RESEARCH METHODS |
|  | Thursday | “***What’s Going on in there?”***  *Chapter 2 before Sept. 18* |
|  |  |  |
| Week 4 | Sept 18 | BRAIN DEVELOPMENT  “In the Womb”  Second Homework Assigned |
|  | Tuesday |  |
| Week 4 | Sept 20  Thursday | BRAIN DEVELOPMENT LECTURE  HOMEWORK TWO DUE: Video Reflection and Chapter Two “What’s Going on in there?” |
| Week 5 | Sept 25 | SENSORY DEVELOPMENT and Memory |
|  | *Tuesday* | **Readings from “What’s Going on in There?**”  pgs 131-134 (Touch)  pgs 162-163; 171 (Smell)  pgs 176-179 (Taste)  pgs 242-244; 247-248 (Hearing)  Memory 330-331; 336-338; 344-348  Readings; **The Philosophical Baby:** Chapter 5 |
|  |  |  |
| Week 5 | Sept 27 | EMOTIONS |
|  | Thursday | Readings from "What's Going on in There?”  Limbic Development pgs 299-302: 303-308; pg 324  Attachment pg 101  The Philosophical Baby; pgs179-191 |
|  |  |  |
| Week 6 | Oct 2 | Language Development  HOMEWORK THREE DUE Readings from week five  4-5 Two Homework Assignments given in class, due Oct 18 |
|  | Tuesday |  |
| Week 6 | October 4  Thursday | Early Childhood ages 3-7  The Basics  Reading: “The Culture of Childhood” Chapter Two |
|  |  |  |
| Week 7 | October 9  Tuesday | Early Childhood ages 3-7  Emotional regulation and development of self concept  Reading “Inspiring Wonder, Awe and Empathy”:  pgs 28-32 |
| Week 7 | October 11  Thursday | Mid-term Review  Homework SIX DUE readings from Oct 4-Oct 9 |
| Week 8 | October 16  Tuesday | READING DAY NO CLASS HELD |
| Week 8 | October 18  Thursday | Mid Term Exam  Homework FOUR Due |
| Week 9 | October 23  Tuesday | The Power and Purpose of Play  Reading: “***The Culture of Childhood”;*** Chapter Three  Homework FIVE Due |
| Week 9 | October 25  Thursday | The Power and Purpose of Play  Reading: ***“The Culture of Childhood”;*** Chapter 4 and 5 |
| Week 10 | October 30  Tuesday | Spiritual Development in Young Children:  Reading: “***The Philosophical Baby***”: Chapter 9  Reading: ***“Inspiring Wonder, Awe and Empathy”:***  ***pgs 11-28***  Homework SEVEN Due Readings from Oct 23, 25 |
| Week 10 | Nov 1  Thursday | Spiritual Development in Young Children;  Reading:“Inspiring Wonder, Awe and Empathy”  Chapter 2 pgs 33-42 and  Chapter 4  8. 1-2 page synopsis of readings from Oct 30, Nov 1 due Nov 6 |
| Week 11 | November 6  Tuesday | Spiritual Development in Young Children:  Reading: ***“Inspiring Wonder, Awe and Empathy”***  Reading; Chapter 5  HOMEWORK EIGHT DUE readings from Oct 30. Nov 1 |
| Week 11 | November 8  Thursday | Psychosocial Development Middle Childhood  Reading: “Inspiring Wonder, Awe and Empathy”  Conclusion pg 133-142  9, 1-2 page synopsis of reading from week 11 due Nov 13. |
| Week 12 | November 13  Tuesday | School Years; School in Context  10. Homework Assigned in class, (letter) due Nov 27  HOMEWORK NINE DUE readings from Nov 6.8 |
|  |  |  |
| Week 12 | November 15  Thursday | Middle Childhood: School Years Moral Development  11. Homework : Choose one essay, from chapter tow or four from “Teens Talk, Middle School and write about why you chose it. due Dec 4. |
|  | November 20/22  Tuesday/Thursday | Happy Thanksgiving!  NO CLASSES HELD THIS WEEK |
| Week 13 | November 27  Tuesday | Bullying Lecture  Homework TEN Due: Letter |
|  |  |  |
| Week 13 | November 29  Thursday | BULLYING FORUM-in class exercise |
| Week 14 | December 4  Tuesday | Final Papers Due  present (informally)  Homework 11 Due  In class support and help with TAP assignment, upload no later than Dec 6 and hard copy to me. |
| Week 14 | December 6 | Final Exam Review |
| Week 15 | December 11 | Final Exam |

WRITTEN HOMEWORK QUICK GUIDE with DUE DATES:

When homework is given it is expected to be turned in on time. No late work will be accepted. Check your spelling and grammar. There is no excuse for sloppy work.

HOMEWORK ONE due: Sept 6

***“Discovering the Culture of Childhood”*** Introduction and Chapter OneRead“***The Philosophical Baby:*** Introduction :***pg 1-18 and Chapter 4.***Read“***What’s Going on in There? Chapter One.***

HOMEWORK TWO due: Sept 20

“***What’s Going on in there?” Chapter 2 and video reflection***

HOMEWORK THREE due: Sept 27

“What’s Going on in There?”

pgs 131-134 (Touch)

pgs 162-163; 171 (Smell)

pgs 176-179 (Taste)

pgs 242-244; 247-248 (Hearing)

Memory 330-331; 336-338; 344-348

Readings; Limbic Development pgs 299-302: 303-308; pg 324

Attachment pg 101

“The Philosophical Baby”; Chapter 5 and pgs 179-191

HOMEWORK SIX due: Oct 11

“The Culture of Childhood” Chapter Two and“Inspiring Wonder, Awe and Empathy”: pgs 28-32

\* HOMEWORK FOUR (assignment given in class Oct 2) due: Oct 18 (\*NOTE: assignment number out of sequence

\*HOMEWORK FIVE (assignment given in class Oct 2) due: Oct 23 (\*NOTE: assignment number out of sequence)

HOMEWORK SEVEN due: Oct 30

“***The Culture of Childhood”;*** Chapters 3, 4 and 5

HOMEWORK EIGHT due NOV 6:

“***The Philosophical Baby***”: Chapter 9

***“Inspiring Wonder, Awe and Empathy”:*** pgs 11-28, Chapter 2 (pgs 33-42) and chapter four

HOMEWORK NINE due NOV 13:

***“Inspiring Wonder, Awe and Empathy”***

Reading; Chapter 5 and Conclusion pg 133-142

Homework TEN due NOV 27 (letter) :

Homework ELEVEN due DEC 4 (essay: Teens Talk) :

**CHILD PSY Psychology Writing Assignment**

**K 2OO-Fall 2018**

**Social Phenomena Knowledge**

**Think back through text reading, lectures and media chosen to depict the social psychology phenomena and answer, in essay format. Organize your material/writing clearly with headings for each topic listed below.**

1) What are **three** elements than influence and are influenced by individuals in group behavior. Think of the organizational, political, historical, economic and cultural influences that contribute to behavior. HINTS/PROMPTS: ATTITUDES ABOUT CHILD REARING HAVE BEEN DIFFERENT OVER THE COURSE OF TIME. WHAT DOES OUR COUNTRY DO, OR NOT DO REGARDING CHILD REARING THAT WOULD BE CONSIDERED EITHER GOOD OR BAD.

2) Explain two or more theories or methods of research that have been used to investigate and explain social phenomena. **Be accurate and through.**

HINTS/PROMPTS: LABORATORY SETTINGS, (BOWLBY/AINSWORTH) YALE STUDIES SHOWN OF INFANTS IN LABORATORY SETTINGS MEASURING ATTENTION AND DURATION OF THAT ATTENTION AND OBSERVATIONAL RESEARCH WHICH YOU DID YOURSELF.

3) Explain ethical social issues regarding social phenomena in our everyday world, as well as in experimentation. HINTS/PROMPTS: CHILD PSY IS HARD TO ISOLATE IN A VACCUM. WE SAW “GENIE” (WILD CHILD) STUDIES THROUGH CIRCUMSTANCES, BUT WE CAN’T DO THAT IN A LABORATORY.

4) Consider your own cultural perspective in regard to your chosen phenomena you have been writing about and compare that with another culture’s perspective. How might it be the same, or different? HINTS/PROMPTS: CONSIDER THE COLLECTIVIST CULTURES VS THE INDIVIDUALISTIC CULTURES AND CONSIDER HOW ONE CULTURAL MINDSET MAY, OR MAY NOT BE MORE INFLUENCED BY THE SOCIAL PSY PHENOMENON WE HAVE STUDIED.

5) Think of social phenomenon in regards to social learning theory and address the difference between anti-social and pro-social behavior manifested in civic engagement, conflict resolution, and any other organization. HINTS/PROMPTS: CONSIDER THE MORAL DEVELOPMENT AS WELL AS THE OPPORTUNITY TO TEACH AND NURTURE CHILDREN VS. THE ANTECEDENTS THAT CAN CONTRIBUTE TO ANTI-SOCIAL BEHAVIORS.

**FALL 2018 STANDARD 15 WEEK SESSION**

**Aug 27**: Registration deadline and last day to drop classes for full tuition refund

**Aug 28:** Classes begin, add and drop periods begin

**Sep 3: Labor Day - college closed** *and* last day for registered students to add a class - online (Aug 31 in person)

**Sep 4-7:** Welcome Week

**Sep 10:** Last day to drop classes and partial tuition refund

**Sep 17:** Constitution Day observed (classes in session)

**Sep 21:** Professional Day (classes in session)

**Sep 25:** Last day to select audit option

**Oct 16:** Reading Day  \*See Additional Notes

**Nov 1**:Continuing Degree-Seeking Student Registration for Winter ‘18 Intersession and Spring ‘19 Semester

**Nov 5-6:**Advising day (classes in session)

\***Nov 6:** Last day to select pass/fail option, last day to submit incomplete work from Spring ‘18 and Summer ‘18

**Nov 15:**New Student and Non Degree-Seeking Student Registration for Winter ‘18 Intersession and Spring ‘19 Semester, and last day to apply for spring graduation (May ‘19)

**Nov 21:** College open - no classes in session

**Nov 22-25:** Thanksgiving recess

\***Dec 9:** Last day to withdraw from classes - online (Dec 7  in person)

**Dec 16:** Last day of 15 Week Session

**Dec 21:** Final grades due to Registrar’s office

**Dec 24:** Grades available on web

**Dec 25:**Christmas Day - college closed

**Child Psy (K200) Fall 2018 Contract**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### 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.

###### Learning Rules in the Classroom

###### -No behavior that is viewed as inconsiderate and disrespectful to your classmates, who are here to learn, will be tolerated and 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 tolerated

###### -Only one person speaking at a time, Do not shout out in class, wait to be called on.

###### -No wandering in and out of the classroom. Use the facilities before coming to 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.

Cell phone conversations and text messaging are grounds for dismissal from class.  ***Disrespect of your classmates and disruptive behaviors will not be tolerated.***

I have read and understand the conditions and terms of the classroom.

SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Psy K200 Child Psy Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**preferred email: (please write legibly)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### Why are you taking this course, and what do you expect to learn (what are you most interested in learning about psychology?

#### 2) Do you have long term career goals at this time, and if so, how might the study of psychology help?

#### 3) Have you chosen a major yet? If so, what?

#### 4) Have you taken any other psychology courses other than the prerequisite for this course?

#### 5) (optional) Is there something you would like me to know about you as a student?