

SYLLABUS: Child Psychology online (Psy K200)

Three Rivers Community College

Fall 2019

Instructor: Dylan Gaffney, MSCP

Office Location: adjunct office D205

Office Hours: By appointment

E-Mail: mypsyclass@earthlink.net and email on course page

*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:

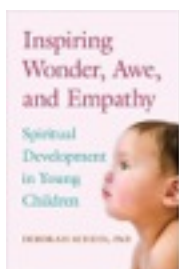
1. Equip students to better understand childhood behavior, especially as it is observed in the North American culture.
2. Help students gain insight into the behavior, needs, motives, **and the feelings of children.**
3. Provide students with an introduction to a theory base in human development.
4. **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. Knowledge of the formative and influential psychologists who developed the field and take theory into practice.

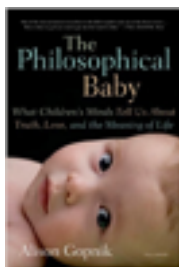
Required Reading List:



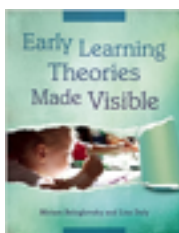
Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children by Deborah Schein



Discovering the Culture of Childhood by Emily Plank and Carol Garhart Mooney



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

I have targeted specific passages from these great books to support the lectures, but I hope you will dig deeper into the reading on your own.

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

Attendance is measured by your participation in our online discussions and submitting work on time. Punctuality is *imperative*. Keep up with the discussions!

NOTE: I DO NOT ACCEPT LATE ASSIGNMENTS. Be aware of the due dates. They are clearly outlined.



Integrity & Civility

Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. **This means papers shall be the original creation and answers on tests done by the student alone.** 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 – display maturity and show respect to all.

Learning Needs

If you have difficulty with the course material, please let me know. I am happy to clarify any questions you may have. *I am on campus Tuesdays and Thursdays if you need to meet in person. Alternatively, do email me if you need help.* If you have special needs (such as a learning disability) 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	<ul style="list-style-type: none">• Mental Health Disabilities• Learning Disabilities• ADD/ADHD• Autism Spectrum

<p>Elizabeth Willcox, Advisor (860) 215-9289 Room A113</p>	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities
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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:

Withdrawal

Make sure you contact the Registration Office to complete the official procedures if you intend to withdraw. November 5 is the last day to withdraw. See course calendar for Three Rivers with important dates, included in this syllabus.

YOUR JOB? To show up ready to learn.

MY JOB? To show up and facilitate your learning

Evaluation Procedures - Grades determined as follows:

360 points	Weekly quizzes covering lectures and reading material
300 points	Attendance: Weekly Discussions
100 points	Field Research Paper
100 points	Midterm
40 points	ConnSCU General Education Assessment Rubric Social Phenomena Knowledge (7) to be submitted both online to me and as to your e- portfolio. See below**

Total: 900 points

Assessment- In order to measure the quality of the learning experience students will demonstrate their knowledge through quizzes, discussions, a midterm, a field research paper (APA) and completion of the ConnSCU TAP written assignment.

Lectures: All the lectures are open all term. Feel free to jump ahead if you wish. (Discussions however will remain in real time with the lectures.) Quizzes will have long lead times, with a close out date at midterm (to get midterm grades in for the first half of the term) and then, again, at the end of the term. It would be wise to take the quiz concurred with the week, but I leave that up to you. **I have embedded the videos in the lectures, but if you are having trouble opening them up you may want to try a different provider. I use firefox. Safari can sometimes be problematic.**

Quizzes:

Each week there will be a quiz that will test your understanding of the information in the lecture. the videos I embed and assigned your reading.

In this 15 week class. There will be 13 quizzes located at the end of each lecture worth 20 points each. **They will only be tricky if you didn't read the assigned material, the lecture or watched the videos.**

I have given long lead times to submit these to honor your different schedules. But, I would strongly advise you to not procrastinate. * see below.

Discussions:

Each week I will post a discussion. There are 15 weeks of class, so 15 discussions each worth 20 points. They are held for two weeks and it is your job to follow along with the discussion **coming in BOTH weeks and engage in discussion with at least two others aside from your ORIGINAL thoughts.** (The exception is the first and last week wherein you only have to post once.) Discussions mature over time as we contribute and share our thoughts. **If you come in briefly and simply repeat what someone else has said that is not a solid contribution.** I want you to think about the material and add your thoughts. **Be respectful of others. This is NOT a social media platform but an academic discussion.**

If you wait until the last night the discussion is open you WILL NOT get credit. We all have things going on, and writing a post right before closing time to try and sneak in and get credit is bogus. I won't see it, and neither will others. (See my note on procrastination below.)

Midterm: In order to impress upon you the importance of your field work, and the incorporation of the material found in the second part of your final paper addressing the concepts of nurturing wonder, awe empathy and seeing children as a separate culture to be respected **you will be writing a 3-5 page conceptual analysis of the authors addition to child psychology.** (Alison Gopnik, Deborah Schein and Emily Plank). This will, most likely, take you beyond your required excerpts from these books I have chosen to support the lectures. It is a way for you to ponder, to consider deeply what these researchers have to offer us. It will help you prepare your own mind set to expand your understanding of child psychology and help you in your observational research. **I will be looking for your reflections regarding these concepts. How it impacted you, and what you can take from it into the field.**

Field Research Paper: This is an observational paper for you to take theory to practice. It will amount to your findings from the course taken into real life. You are to research a

theorist that particularly interests you. (I will cover the major theorists in lecture week four.) You are to draw from the required reading “Early Learning Theories Made Visible” to see how professionals in the field view theory in their work with children. You can go beyond the ones I covered if you find one in this book that particularly interests you. I do not want some cut and paste history of the theorist. That is a filler. I know the history of the theorist. I want to see you take that theory and examine it’s functionality in real life, in real time.

But, here is the additional piece. As we look into nurturing Wonder, Awe and Empathy you will want to see what your chosen theorist might have missed. What could be added? **You are to OBSERVE and not interfere or get clinical. You can ask questions of the child, but you need to LISTEN. Stay open, and try to see the child through his or her eyes.** Work as hard as you can to see the world through their eyes. Observation may take permission if you are going into a school setting. Generally if you tell supervisors you are taking a course and observation is a requirement that is enough. There is also an early child care center on campus. You can observe your own child, cousin, child of a friend, etc. if you choose.

**What did you discover? Again, in real life, in real time, with real children.
APA format. 10-14 pages.**

***A note on time management: Online courses give you flexibility, but often students procrastinate. Discussions keep you engaged and on time. Come in early and often. Start thinking about your field paper early on. If you wait until the week before it is due it will show in your work. Remember, i don’t accept late work.**

ConnSCU General Education Assessment

The General Education Assessment Rubric for Social Phenomena Knowledge (7) amounts to a written essay. You are to log into your e-portfolio. It is used as an assessment in your transfer to a four- year college. It measures your critical thinking skills.

****The URL for the criteria is:**

<https://www.trcc.comnet.edu/wp-content/uploads/2018/02/genedtap7socialphen.pdf>

I also have a PDF file attached under the Course Content. Your job is to think about, and then write on each of the areas (A-E) and the goal is to cover the “highly competent” rubric. As this is a Child Psychology course, use all you have learned in this course. A couple paragraphs for each of the topics is required. Important: Please, when writing this, separate each topic (again A-E) with a heading. You will be submitting this to me, but also into your e-portfolio where it will be assessed and kept in your file for future reference. This is done by an outside source, not me.

AT THE END OF THIS SYLLABUS I HAVE WRITTEN OUT SOME IDEAS THAT MAY HELP YOU WITH THIS.

Course Schedule

Ques

Week 1	August 27	<p>Introduction to the course</p> <p>Short lecture, quiz on the lecture and reading and introductions to be posted to our discussion board (discussions run each week) This is for every week, so I won't be repeating that.</p> <p>READ:<i>Discovering the Culture of Childhood: Introduction</i></p>
Week 2	Sept 2	<p>Influences on Development</p> <p>Fundamental Concepts Development THE CULTURE OF CHILDHOOD</p> <p>READ:<i>Discovering the Culture of Childhood: Chapter One</i></p>
Week 3	Sept 9	<p>NATURE/NURTURE</p> <p>Read“<i>The Philosophical Baby: Introduction and pages 39-46. and pgs 110-132</i></p>
Week 4	Sept 16	<p>Major Theorists</p> <p>READ: <i>Inspiring Wonder, Awe, and Empathy</i>; pg. 114-115</p> <p>READ; <i>Early Learning Theories Made Visible</i>: pgs 9-20 and 27-31</p>

Week 5	Sept 23	In the Womb No Assigned Reading outside the lecture. Make sure you watch the National Geographic Video in the lecture.
Week 6	Sept 30	The Emotional World READ: “<i>The Philosophical Baby</i>” <i>pages 205-214</i> READ” <i>Discovering the Culture of Children</i>” Pgs 159-160; 57-59
Week 7	Oct 7	Attachment Theory READ: “<i>Inspiring Wonder, Awe and Empathy: Chapter One</i>” READ; “<i>The Philosophical Baby</i>” <i>Chapter 7.</i>
Week 8	October 14	Catch up Week. Make sure you have all your quizzes submitted by October 19. There WILL still be a discussion this week.
Week 9	Oct 21	Emotion Regulation <u>READ: “The culture of Childhood”</u> <u>chapter 6</u>
Week 10	Oct 28	Self Esteem vs. Self Awareness Readings: Inspiring Wonder, Awe and Empathy pages 28-32 The Philosophical Baby; Chapter 5
Week 11	Nov 4	The Importance of Play Reading: “<i>The Culture of Childhood</i>”; <i>chapter three and pgs; 91-119.</i> <u>“Inspiring wonder, Awe and Empathy:</u> <u>Chapter four.</u>
Week 12	Nov. 11	The Spiritual Embryo Reading: “<i>Inspiring Wonder, Awe and Empathy</i>”; <u>pgs 11-28 (review again) and pgs 33-41;</u> <u>120-129.</u>

- Week 13 Nov 18 Nurturing Wonder, Awe and Empathy
**Reading: “*The Philosophical Baby*”:
Chapter 9
READ: Culture of Childhood; Conclu-
sion pgs. 171-175**
- Week 14 Nov. 25 **School in Context: Preventing Bullying**
- Week 15 Dec. 2 **A Stronger Beginning Starts Now
Reading, Wonder, Awe and Empathy
Conclusion pg.s 133-142.**
- MAKE SURE YOUR FINAL PAPER
AND ConnSCU essay is submitted on
time!
Final grades post on Dec 17**

**CHILD PSY ConnSCU General Education Assessment
JUST SOME FOOD FOR THOUGHT
Social Phenomena Knowledge (7)**

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

- A. 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.WHAT DOES IT MEAN:THE CULTURE OF CHILDREN? WHAT ROLE DOES THE SCHOOLS PLAY/OR NOTE PLAY IN REGARDS TO CHILD DEVELOPMENT?
- B. 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) INFANTS IN LABORATORY SETTINGS MEASURING ATTENTION AND

DURATION OF THAT ATTENTION AND YOUR OWN OBSERVATIONAL RESEARCH WHICH YOU DID YOURSELF! IDENTIFY SPECIFIC THEORISTS AND THEIR WORK AS EXAMPLES AND WHAT THE RESULTS WERE.

- C. 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. CONSIDER WHAT ABUSE DOES TO A CHILD, IN THE IMMEDIATE AND LONG TERM EFFECTS. NOT ONLY OF THE CHILD BUT OF THE SOCIETY. WHAT DOES PLAY, OR LACK OF PLAY DO TO A CHILD?
- D. 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.
- E. 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.