I. INTRODUCTION

A. This course will address psychological development from conception through middle childhood with references to physical, cognitive, social and personality changes. Students will examine the interplay of biological factors, human interaction, social structures and cultural forces in development.

B. This course satisfies the Social and Behavioral Science component area of the core curriculum and three semester hours of the Social/Behavioral Science elective for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

C. Through this course, students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.

   • Critical thinking skills: to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
   • Communication skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
   • Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
   • Empirical and quantitative skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Child Psychology, the student will be able to:
A. Describe how human beings change physically, cognitively, socially and emotionally from conception through childhood.

B. Identify fundamental concepts and theories, both recent and historical, within the field of child psychology.

C. Evaluate research issues and methodologies used to investigate developmental phenomena.

D. Describe the process of development and the multiple sources of influence on a developing child.

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through http://www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Activities/Projects

Each instructor will discuss the particular activities/project(s) required in the course. This instruction will include:

1. Defining the activities/project(s).

2. Describing the specific requirements for the activities/project(s) such as:

   a. Length
   b. Typed/hand written
   c. Format for project(s)
   d. Footnoting or other citation
   e. Date due

3. Explaining the grading criteria.

4. Explaining the weight of the activities/project(s) in the student’s final course grade (if assignments are weighted).
C. Class Performance:

Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade.

D. Class Participation

Each instructor will discuss the level and type of classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

V. EXAMINATIONS

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

VI. SEMESTER GRADE COMPUTATIONS

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. Your instructor will explain how to compute your semester grade based upon examinations, written work, and other measurable requirements. Grades are computed as follows:

90-100 A
80-89 B
70-79 C
60-69 D
59 and below F

VIII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Important College Policies:

Students should consult the current college catalog for information related to the following policies:

- Excessive absences
- Withdrawal from class
- Instructor initiated withdrawals
• Administrative initiated withdrawals
• Third attempt to enroll in a course
• TEC 51.907 course withdrawal limit policy
• Refunds of tuition and fees
• Incomplete grades

B. Americans with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.

C. Instructor Discretion: The instructor reserves the right of final decisions in course requirements.

D. Civility: Individuals are expected to be aware of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Part One: What is Child Development?
   Chapter 1 - History, Theories, and Methods
   1. Terms
   2. Historical views
   3. Pioneers in the Study of Child Development
   4. Theories
      a) Psychoanalytic Perspective
         (1) Freud’s psychosexual development
         (2) Erikson’s psychosocial development
      b) Learning Perspective: Behavioral and Social Cognition Theories
         (1) Behaviorism
            a. Classical conditioning
            b. Operant conditioning
         (2) Social Cognitive Theory
            a. Observational learning
      c) Cognitive Perspective
         (1) Piaget’s Cognitive-Developmental Theory
         (2) Information-Processing Theory
      d) Biological Perspective
         (1) Ethology
e) Ecological Systems Theory
   (1) Bronfenbrenner
f) Sociocultural Perspective
   (1) Vygotsky
5. Controversies in Child Development
   a) Nature – Nurture
   b) Continuity – Discontinuity
   c) Active – Passive
6. Methods
   a) The Scientific Method
   b) Naturalistic Observation
c) Case Study
d) Correlation
e) Experiments
f) Development over Time
   (1) Longitudinal research
   (2) Cross-sectional research
   (3) Cross-sequential research
7. Ethics
8. Chapter Review

Activity/Project(s) and/or Other Assignments

B. Part Two: Beginnings
   Chapter 2 - Heredity and Conception
   1. Heredity
   2. Chromosomal and Genetic Abnormalities
      a) Genetic Counseling and Prenatal Testing
   3. Heredity and Environment
      a) Reaction range
      b) Genotypes
c) Phenotypes
   4. Conception
   5. Infertility and Assisted Reproductive Technology
   6. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 3 - Prenatal Development
   1. Germinal Stage
   2. Embryonic Stage
      a) Developmental trends
(1) Cephalocaudal
(2) Proximodistal
3. Fetal Stage
4. Environmental Influences
   a) Nutrition
   b) Teratogens and Health Problems of the Mother
5. Chapter Review

Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 4 - Birth and the Newborn Baby
1. Events Occurring Before Childbirth
2. Stages of Childbirth
3. Methods of Childbirth
4. Birth Problems
5. Postpartum Period
6. Characteristics of Neonates
7. Sudden Infant Death Syndrome
8. Chapter Review

Activity/Project(s) and/or Other Assignments

EXAM 1

C. Part Three: Infancy
Chapter 5 – Infancy: Physical Development
1. Physical Growth and Development
2. Nutrition
3. Development of Brain and Nervous System
4. Motor Development
5. Sensory and Perceptual Development
6. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 6 – Infancy: Cognitive Development
1. Jean Piaget
2. Information Processing
3. Social Influences
4. Individual Differences
5. Language Development
6. Theories of Language Development
Chapter 7 – Infancy: Social and Emotional Development
1. Attachment
   a) Patterns
   b) Stages
   c) Theories
2. Failed Attachments
3. Day Care
4. Emotional Development
5. Personality Development
   a) The Self-Concept
   b) Temperament
6. Gender Differences
7. Chapter Review

D. Part Four: Early Childhood
Chapter 8 – Early Childhood: Physical Development
1. Growth Patterns
   a) Height and Weight
   b) Development of the Brain
2. Motor Development
   a) Gross Motor Skills
   b) Physical Activity
   c) Fine Motor Skills
   d) Children’s Drawings
   e) Handedness
3. Nutrition
4. Health and Illness
5. Sleep
6. Elimination Disorders
   a) Enuresis
   b) Encopresis
7. Chapter Review

Activity/Project(s) and/or Other Assignments
Chapter 9 – Early Childhood: Cognitive Development
1. Jean Piaget’s Preoperational Stage
2. Vygotsky’s Views
   a) Scaffolding and the zone of Proximal Development
3. Other Factors
   a) The Home Environment
   b) Preschool (Early Childhood Education)
   c) Television
4. Theory of Mind
5. Development of Memory
6. Language Development
7. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 10 – Early Childhood: Social and Emotional Development
1. Influences on Development: Parents, Siblings, and Peers
2. Social Behaviors
3. Personality and Emotional Development
4. Development of Gender Roles and Gender Differences
5. Chapter Review

Activity/Project(s) and/or Other Assignments
EXAM 3

E. Part Five: Middle Childhood
Chapter 11 – Middle Childhood: Physical Development
1. Growth Patterns
2. Overweight Children
3. Childhood Asthma
4. Motor Development
5. Disorders that Affect Learning
6. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 12 – Middle Childhood: Cognitive Development
1. Piaget: The Concrete-Operational Stage
2. Moral Development
3. Information Processing
4. Intellectual Development, Creativity, and Achievement
5. Theories of Intelligence
6. Language Development
7. Bilingualism
8. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 13 – Middle Childhood: Social and Emotional Development
1. Theories
   a) Psychoanalytic Theory
      (1) Freud
      (2) Erikson
   b) Social Cognitive Theory
   c) Cognitive-Developmental Theory and Social Cognition
2. The Family
3. Peer Relationships
4. The School
5. Social and Emotional Problems
6. Chapter Review

Activity/Project(s) and/or Other Assignments
EXAM 4

F. Part Six: Adolescence
Chapter 14 – Adolescence: Physical Development
1. Adolescence
2. Puberty
   a. Early Versus Late Maturers
   b. Body Image
3. Brain Development
4. Emerging Sexuality and the Results of Sexually Transmitted Infections
5. Health
6. Eating Disorders
7. Substance Abuse and Dependence
8. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 15 – Adolescence: Cognitive Development
1. Adolescent Thought
   a. Piaget’s Stage of Formal Operations
b. Adolescent Egocentrism

c. Gender Differences in Cognitive Abilities

2. Judgment: Moral Development
   a. Kohlberg

3. School

4. Work: Career Development

5. Chapter Review

Activity/Project(s) and/or Other Assignments

Chapter 16 – Adolescence: Social and Emotional Development

1. Identity and Self-Concept
   a) Erikson
   b) Marcia

2. Relationships with Parents and Peers

3. Sexuality

4. Juvenile Delinquency

5. Suicide

6. Emerging Adulthood

7. Chapter Review

Activity/Project(s) and/or Other Assignments

EXAM 5 – FINAL EXAM