MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
PSY 206	CHILD DEVELOPMENT	3

Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	PSY 101 Pre-requisite with a minimum C grade	FALL 2022

Catalog description:

Studies the physical, mental, emotional, and social development of the individual from conception through adolescence. Topics include motor and language development, attachment, temperament, gender and identity development, intelligence, prosocial and aggressive behavior, play, and family influences on development

General Education Category: Goal 5: Social Science	Course coordinator: Dr. Eirini Papafratzeskakou – papafrae@mccc.edu; (609) 570-3557

Required texts & Other materials: Manis, F. R.(2020). Revel for *The Dynamic Child (2nd ed.)*. Pearson.

Course Student Learning Outcomes:

The student will be able to:

1. Discuss and think critically about major issues and controversies related to child development. [Supports ILGs#1,5,8,9,11]

2. Discuss the links between physical, cognitive, emotional, and social development from birth through adolescence. [Supports ILGs#1,5,8,11]

3. Discuss and think critically about how the environment and culture influence children and their development. [Supports ILGs#1,5,8,11]

4. Identify and critically evaluate ethical issues related to the care and development of children. [Supports ILGs#1,5,9,11]

5. Locate, evaluate, and use information from a variety of sources, including peer-reviewed psychology journals. [Supports ILGs#1,10,11]

6. Develop writing skills in conjunction with the use of APA format [Supports ILGs#1,10]

Course-specific Institutional Learning Goals.

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.
Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples
Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.
Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail

Unit 1: Introduction and the science of child development [Supports Course SLOs # 1,2,3,4,5,6]
Learning Objectives
The student will be able to…

- Describe the different psychological perspectives and explain how these perspectives influence child development.
- Describe the three themes/debates in child development research: continuity versus discontinuity, nature versus nurture, and active child versus passive child.
- Describe the methods developmental psychologists use to observe, describe, and explain behavior.
- Compare and contrast the designs used to study age-related changes.
- Discuss the ethics of experimentation with children and explain why psychologists might use deception in their research.
- Discuss how the science of child development can be used to improve children's lives.

Unit 2: Biological processes, physical development and health [Supports Course SLOs # 1,2,3,4,5,6]

- Explain how development is influenced jointly by heredity and environment.
- Describe prenatal development from conception to birth.
- Discuss how prenatal development is influenced by the environment including the pregnant woman's nutrition, stress, age, and teratogens.
- Describe the stages of labor and delivery and the necessary components to a safe birth.
- Explain the necessary behaviors that will prepare the baby for a healthy adjustment to life outside the uterus.
- Explain how fetuses and newborns experience the world.
- Describe how physical development changes from birth through adolescence.
- Discuss the challenges to healthy growth including malnutrition, obesity, eating disorders, disease, and accidents.
- Describe the development of the nervous system from birth through adolescence.
- Describe the development of the basic sensory and perceptual processes from birth through adolescence and how children integrate information from different senses.
- Explain how infants and children learn and master walking and coordinate the use of their hands.
- Explain how the environment and culture can impact the development of motor skills.

Unit 3: Cognitive processes and development [Supports Course SLOs # 1,2,3,4,5,6]

Learning Objectives
The student will be able to…

- Describe Piaget's theory of cognitive development and explain his contributions to child development.
- Describe Vygotsky's sociocultural theory and explain his contributions to child development.
- Describe the information-processing approach to understanding cognitive development.
- Compare and contrast Piaget's, Vygotsky's and the information-processing theories.
- Describe the core-knowledge theories emphasizing how children come to understand objects, living things, and people.
- Discuss the development of memory from infancy through adolescence.
- Describe how the use of strategies for remembering changes with age.
- Describe how problem-solving skills change with age.
- Describe how children learn to read, write, and use numbers.
- Define "intelligence."
- Discuss the strengths and weakness of intelligence testing.
- Describe the development of intelligence and the roles of heredity, ethnicity, socioeconomic status, and environment play in intelligence.
- Discuss the characteristics of gifted and creative children.
- Discuss the different forms of mental retardation.
- Discuss the relation between intelligence and learning disabilities.
- Explain how infants and children learn speech sounds emphasizing the impact of language exposure and culture.
- Describe how children make the transition from babbling to talking.
- Describe how children learn new words.
- Describe how children acquire the grammar of their native language.
- Discuss how children learn to use language to communicate.
- Explain how cognitive development is jointly influenced by heredity and environment.
- Explain how children influence their own cognitive development.

Unit 4: Socioemotional processes and development [Supports Course SLOs # 1,2,3,4,5,6]

Learning Objectives
The student will be able to…
- Explain how children begin to experience and express different emotions.
- Explain how children recognize and use others' emotions.
- Describe how children learn to regulate their emotions.
- Describe the different features of temperament.
- Explain the cultural influences on temperament.
- Discuss the importance of the attachment relationship that develops between and infant and primary caregiver.
- Describe the different types of attachment relationships.
- Explain the cultural influences on attachment.
- Describe how infants acquire a sense of self and how the sense of self develops through childhood and adolescence.
- Discuss how adolescents achieve an identity.
- Describe developmental changes in self-esteem.
- Discuss how reasoning about moral issues changes during childhood and adolescence.
- Discuss how children learn to behave prosocially.
- Discuss aggressive behavior across childhood and adolescence.
- Discuss how families, televisions, and children's own thoughts contribute to aggression.
- Explain how socioemotional development is jointly influenced by heredity and environment.
- Explain how children influence their own socioemotional development.

Unit 5: Social contexts of development [Supports Course SLOs # 1,2,3,4,5,6]
Learning Objectives
The student will be able to…
- Describe how children view mean and women.
- Discuss how children learn their culture's stereotypes for males and females.
- Describe differences and similarities between boys and girls in terms of physical development, intellectual abilities, personality, and social behavior.
- Discuss how parents, peers, and the media influence children's learning of gender roles.
- Describe cognitive theories that explain children's learning of gender roles.
- Discuss androgyny and how parents can encourage children to learn from both gender roles.
- Explain how biological, cognitive, and social forces shape the unique gender roles that individual boys or girls play.
- Discuss how the different styles of parenting influence child development.
- Discuss how children help determine how parents rear them.
- Asses the issue of becoming independent from parents.
- Discuss how children are impacted by divorce and the blending of families.
- Discuss how sibling relationships impact child development.
- Describe the development of friendships including how children become friends and how the features of friendships change with age.
- Explain how group membership, popularity, and rejection influence child development.
- Explain how the media affects child development.

Evaluation of student learning:

Exams (70% of overall course grade):
- Students will be required to take a series of tests (at least two), each of which may consist of multiple choice, true-false, matching, completion, or essay-type questions or any combination of the above.

Writing assignments (30% of overall grade):
- Students will be required to complete a series of writing assignments to assess specific child development knowledge and critical thinking skills. These writing assignments will be used to analyze the physical, cognitive, emotional, and social development of children using theories of child development. These writing assignments may consist of ongoing journaling, reflection or reaction papers, research papers, projects, or recordings of observations of a particular child or group of children. At least one assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings.