

COURSE OUTLINE

<u>PSY 206</u>		<u>Child Development</u>			<u>3</u>
Course Number		Course Title			Credits
<u>3/week</u>	<u>0/week</u>	<u>0/week</u>	<u>0/week</u>	<u>15 weeks</u>	
Class or Lecture Hours	Laboratory Work Hours	Laboratory, Shop, Studio or Clinic Experience	Work Experience Hours	Semester Length	
<u>Not Applicable</u>				<u>Not Applicable</u>	
Performance on an Examination/Demonstration				Telecourse	

Required Material:

The Developing Person Through Childhood and Adolescence, Fourth Edition,
Kathleen Stassen Berger & Ross A. Thompson,
Worth Publishers, 1995.

Catalog Description:

Studies the physical, cognitive, personality, and social development of the individual from conception to young adulthood. The student will learn to evaluate and challenge the major theories and methods of study of development. Styles of parenting will be evaluated and suggestions for enhancing children's growth and development will be presented.

Prerequisites: PSY101

Corequisites: None

Course Coordinator: Psychology Cluster

I. GENERAL OBJECTIVES:

The student will be able to:

- Discuss basic issues and theories in the psychology of Child Development...
- Describe the process of inheritance of genetic materials...
- Describe the prenatal period and identify the major changes occurring therein...
- Describe the essential features of the birth process...
- Define norms and discuss their functions and limitations...
- Discuss the process of self-concept formation, the concept of identification and describe the socialization process.
- Discuss the importance of early experience on cognitive and emotional development...
- Recommend courses of action to deal effectively with daily problems experienced with children...
- Specify the significance of individuals in the child's environment in the socialization process...
- Analyze the degree of importance the child places upon the parents...
- Understand the family unit in passing from infancy to adolescence...
- Discuss the cultural variations in the socialization process...
- Discuss Piaget's theory of cognitive development...
- Compare and contrast the Freudian and Ericksonian views of personality development.

II. <u>Topic Coverage</u>	<u>Chapters</u>
1. Introduction, Theories, Conception, Heredity, Prenatal Development	1, 2, 3, 4
2. Development in Infancy	5, 6, 7, 8
3. Development in Preschool	9, 10, 11
4. Development in Middle Years	12, 13, 14
5. Development in Adolescence and Young Adulthood	15, 16, 17

III. METHOD OF EVALUATION:

The student will be required to take four tests, consisting of either essay questions of multiple-choice questions or a combination of the two. The student must complete all tests; a passing score will be 60% of the total possible score. These tests will be weighted 20% each for a total of 80% input into the final grade.

The remaining 20% of the score will be a function of a term paper, a panel discussion, a special project on child development, or the recording of an observation on a particular child or a group of children.

The student must demonstrate some proficiency in writing through one of the above means described in second paragraph, or any other criteria as deemed necessary by the instructor.

IV. TOPICAL OUTLINE

Subject Matter (Text Coverage, Chapters 1, 2, 3, 4)
Introduction, Theories, Conception and Heredity, and
The Prenatal Development Period: Weeks 1, 2, 3, 4

Cognitive Objectives:

The student will be able to:

Define fertilization and cell development...
Describe the process of genetic transmission...
Describe the process of sex determination...
List the stages of prenatal development...
Discuss chromosomal abnormalities and mishaps in development...
Discuss differences in prenatal environment...
Discuss chromosomal abnormalities and mishaps in development...
Evaluate current views on the issues of nature and nurture.

Affective Objectives:

The student will be able to:

Specify conditions which are capable of influencing the fetus during pregnancy.
Challenge the view that the child is a "learner" only after it is born...
To acclaim the values of natural childbirth.

Major Teaching Techniques: Lecture/Discussion

TEST I: Chapters 1, 2, 3, and 4

Subject Matter: (Text Coverage, Chapters 5, 6, 7, 8, 9)

Development in Infancy.

Cognitive Objectives:

The student will be able to:

Discuss the intellectual development and learning capabilities of the infancy period...
Describe the essential stages of the birth process, and possible birth complications...
List the implications of premature birth...
List the major adjustments infants must make to post-natal life...
List and describe reflex behavior in the neonate...

State what is characteristic of the emotionality of the newborn and the pattern of emotional refinement which follows...
Discuss individual differences in the neonate...
Discuss sensory processes in the neonate...
Describe what has been referred to as the "birth trauma" and elaborate on its plausibility...
Discuss factors in the home and general environment which influence intelligence...
Describe the theories of emotions listed with applications to babies.

Affective Objectives:

The student will be able to:

Evaluate the roles played by various child training techniques in family relationships and in personality development...
Emphasize differences in motor and intellectual development with families of difference social, ethnic, and cultural backgrounds.

Major Teaching Techniques: Lecture/Discussion

Secondary Teaching Techniques:

1. "Life's First Feelings" Discovering Psychology (PBS)
2. "Brandon and Rachel: Patterns of Infant Development" color, 1991, 34 min. A discussion of gender similarities and differences during infancy.

TEST II: Chapters 5, 6, 7, 8, 9

Subject Matter: (Text Coverage, Chapters 10 & 11)
The Play Years

Cognitive Objectives:

The student will be able to:

Discuss the factors contributing to the abuse and neglect of children...
Discuss the nature of abused and neglected children...
Describe the play activities of the child and socialization process...
Explain the development of sex-role behavior and discuss the issue of sex-typing...
Describe the cognitive development of the pre-schooler...
Elaborate on Piaget's theory of cognitive development as it relates to the pre-schooler...
List the highlights of the physical development of pre-schoolers...
Discuss the relationship between physical growth and emotional deprivation...
Discuss the concept of "cultural deprivation"...
Describe the development of speech and language in the pre-schooler...
Discuss "intelligence" and how it is measured...
Discuss Freud and Erikson's theoretical perspectives on personality development as it pertains to the pre-schooler...

Describe the development of personality from the point of view of learning theory and cognitive developmental theory...
Explain how child rearing techniques affect personality development...
Discuss the role of "pre-school" in the cognitive and emotional development of the young child.

Affective Objectives:

The student will be able to:

Differentiate and evaluate the process of sex-typing in males and females...
Elaborate on the pros and cons of sex role behavior...
Emphasize the deleterious effects of emotional deprivation on physical and emotional development...
Show the flaws involved in intelligence testing and describe how the test results have been interpreted and misinterpreted...
Suggest effective child rearing techniques and point out harmful effects of other techniques...
Critique various theories of personality dealing with pre-school development...

Major Teaching Technique: Lecture/Discussion

Secondary Teaching Techniques:

1. "Language Development" Discovering Psychology (PBS).

Subject Matter: (Text Coverage, Chapters 12, 13 & 14)

Development In Middle Years: Physical, Cognitive, and Psychosocial Development.

Cognitive Objectives:

The student will be able to:

Discuss the implications for child-care practices...
Describe physical growth during the school years...
Discuss cognitive development during the middle years according to Piaget...
Discuss moral development in the school age child from Piaget's point of view, and from a social learning theory perspective...
Discuss children's' attitudes toward rules...
Discuss children's' understanding of intentionality...
Describe some common handicaps of children and problems relating to school...
Describe the society of childhood and the development of self-concept...
Describe the development of prejudice...
Discuss sex-typing in the middle years...
Discuss the nature of the gifted child.

Affective Objectives

The student will be able to:

Evaluate the ways in which parents can influence self-concept development...

Evaluate the developmental theory of Erikson and Freud...
Explain the implications of the self-fulfilling prophecy...
Analyze the relationship between self-concept development and personality development in general...
Specify the role of the family in teaching prejudice...
Critically evaluate society's responsibility for the development of racist attitudes and discriminatory behavior...

Major Teaching Techniques: Lecture/Discussion

Secondary Teaching Techniques:

1. "The Developing Child." Discovering Psychology (PBS)

TEST III: Ch. 10, 11, 12, and 13.

Subject Matter: (Text Coverage, Chapter 14,15, 16, and 17) Psychosocial Development in The School Years, and Biosocial, Cognitive, and Psychosocial Development in Adolescence.

Cognitive Objectives

The student will be able to:

Discuss the search for identity in the life of the adolescent...
Define adolescence and discuss the period as a cultural phenomenon...
Present different theoretical perspectives on adolescence...
Describe the physiological changes occurring during adolescence...
Describe parent-adolescent communication difficulties and explain the dynamic underlying factors of difficulties...
Describe the society of adolescence...
Discuss the issue of sexuality as it relates to the adolescent period...
Discuss the problems of drug and alcohol abuse during the adolescent period...
Discuss the patterns of juvenile delinquency and analyze the complex causal factors...

Affective Objectives:

Students will be able to:

Relate the search for identity to that of their own lives...
Analyze their own self-concepts...
Decide on ways to increase parent-adolescent communication...
Evaluate their own attitudes and values about sexuality...
Assess the issue of their becoming independent from parents.

Major Teaching Techniques: Lecture/Discussion

TEST IV: End of Week 15 - Chapters 14,15, 16 and 17

BIBLIOGRAPHY

- Gilligan, C. (1982). In a different voice: Psychological Theory and women's development. Cambridge: MA: Harvard University Press.
- Goodnow, J.J. & Burns, A. (1988). Home and School : Child's Eye View. Sydney: Allen & Unwin.
- Grusec, J.E. (1991). Socializing concern for others in the home. Developmental Psychology, 27,338-348.
- Hashima, P.Y. & Amato, P.R. (1994). Poverty, social support and parental behavior. Child Development, 65,394-403.