Department : Psychology & Sociology

Course Title : Child Psychology

Section Name : PSYC_2308_WB

Start Date : 08/22/2011

End Date : 12/09/2011

Modality : ONLINE

Credits : 3

Instructor Information

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Course Description

Presents the developmental stages of prenatal; birth; infancy; early, middle, and late childhood; and adolescence. Focus on the influences of, and interaction between, biological/ genetic factors (nature) and environmental/ learned factors (nature). Study cognitive, physical, socioemotional, psychological, and language development at all stages. Course requires ten hours of observation of a preschool child and a written case study. (SCANS 1, 2, 4, 6, 9)

Prerequisites

None

Scans

SCANS 1, 2, 4, 6, 9

Course Objectives

- **Explain the ideas philosophers have about children and childhood**
  - **Explain how the modern science of child development emerge**
  - **Describe how child-developmental scientists use research findings to improve children's lives**
  - **Identify the major tenets of the biological perspective**
  - **Explain how psychodynamic theories account for development**
  - **Describe the focus of learning theories**
  - **Explain how cognitive-development theories explain changes in children's thinking**
  - **Describe the main points of the contextual approach**
  - **Explain how well developmental outcomes can be predicted from early life**
  - **Describe how heredity and environment influence development**
  - **Identify the role children have in their own development**
  - **Describe how development in different domains connected**
  - **Explain how scientists measure topics of interest in children's development**
  - **Discuss how general research designs are used in child-development research. Explain what designs are unique to the study of age-related change**
  - **Identify what ethical procedures must researchers follow**
  - **Describe how researchers communicate results to other scientists**

  - **Define chromosomes and genes**
  - **Define dominant and recessive traits**
  - **Explain how are they inherited**
  - **List disorders that are inherited**
  - **Identify which are caused by too many or too few chromosomes**
  - **Describe methods scientists use to study the impact of heredity and environment on children's behavior**
  - **Explain how heredity and environment work together to influence child development**

  - **Explain what happens to a fertilized egg in the first two weeks after conception**
  - **Explain when body structures and internal organs emerge in prenatal development**
  - **Identify when body systems begin to function well enough to support life**
  - **Describe how prenatal development influenced by a pregnant woman's nutrition, the stress she experiences while pregnant, and her age**
  - **Define a teratogen, and what specific diseases, drugs, and environmental hazards can be teratogens**
  - **Discuss how teratogens affect prenatal development**
  - **Determine how prenatal development can be monitored. Establish if abnormal prenatal development be corrected**
  - **Recall the stages in labor and delivery**
  - **Define the "natural" ways of coping with the pain of childbirth. Assess if childbirth at home safe.**
  - **Examine the effects of postpartum depression.**
  - **Explain some complications that can occur during birth.**
  - **Describe how we determine if a baby is healthy and adjusting to life outside the uterus.**
  - **Determine how reflexes help newborns to interact with the world.**
  - **Classify what behavioral states are observable in newborns.**
  - **Explain how well do newborns experience the world**
  - **List the important features of physical growth during childhood.**
  - **Explain how sleep and nutrition contribute to healthy growth.**
  - **Describe the physical changes associated with puberty, and what are their consequences.**
  - **Examine how diseases and accidents threaten children's development**

- Discuss how is the brain organized
- Describe newborn babies' ablity to smell and taste, hear, see and feel.
- Explain how infants integrate information from different senses
- Discuss how attention improve as children grow older
- What is the component skills involved in learning to walk, and at what age do infants typically master them?
- How do infants learn to coordinate the use of their hands? When and why do most children begin to prefer to use one hand?
- Explain the basic principles of Piaget's theory of cognitive development
- Examine how thinking change as children move through Piaget's four stages of development
- In Vygotsky's sociocultural theory, define how adults and other people contribute to children's cognitive development
- According to information-processing psychologists, identify how thinking change with development
- Examine how young children distinguish between living and non-living things
- Explain young children theory of mind
- Discuss and explain memory in infants and children
- List the factors that contribute to children's and adolescents' success in solving problems
- Identify the components of skilled reading
- As children develop, examine how their writing improve
- Explain the psychometric view of the nature of intelligence
- Identify the differences of Gardner's theory of multiple intelligences and the psychometric approach
- List the components of Sternberg's theory of successful intelligence
- Discuss the history of intelligence testing and examine how well modern intelligence tests work.
- Determine the roles of heredity and environment in determining intelligence
- Describe ethnicity and socioeconomic status influence intelligence test scores
- Identify the characteristics of gifted and creative children
- List the different forms of mental retardation
- Explain learning disabilities
- Define the basic sounds of speech, and how well can infants distinguish them
- Explain how infant-directed speech help children learn about language
- Define babbling, how it become more complex in older infants, and when children make the transition from babbling to talking
- Examine the different styles of language learning young children use
- List the rules children follow to learn new words
- Examine the conditions that foster children's learning of new words
- Discuss how children progress from speaking single words to complicated sentences
- Identify how children acquire the grammar of their native language
- List the skills required to be an effective speaker
- Explain what is involved in becoming a good listener

- Explain the function of emotions
- Identify at what ages do children begin to experience and express different emotions
- Determine when children begin to understand other people's emotions and explain how they use this information to guide their own behavior
- Determine when children show evidence of regulating emotion, and discuss why this an important skill
- Identify the different features of temperament
- Examine how heredity and environment influence temperament
- Discuss the stability of a child's temperament across childhood
- Explain how an attachment relationship develop between an infant and primary caregiver, identify different types of attachment relationships are there, and discuss the consequences of different types of relationships
- Identify when infants first acquire a sense of self
- Explain how self-concept become more elaborate as children grow
- Determine how adolescents achieve an identity
- Define self-esteem and how it is measured

- Explain howself-esteem change as children develop and identify the factors that influence the development of self-esteem

- Determine how understanding of others' thinking change as children develop
  Identify when self-control begin, and how does it change as children develop
- List the factors that influence children's ability to maintain self-control
- Examine how reasoning about moral issues change during childhood and adolescence
- Explain how concern for justice and caring for other people contribute to moral reasoning
- Identify factors that help promote more sophisticated reasoning about moral issues?
- Identify at what age do children learn to act prosocially, and discuss how does prosocial behavior change with age
- List skills children need to behave prosocially, and identify what situations influence children's prosocial behavior
- Identify when does aggressive behavior first emerge, and examine how stable is aggression across childhood, adolescence, and adulthood
- Examine why are some children victims of aggression and others are not
- Define gender stereotypes, how do they differ for males and females, h ow do gender stereotypes influence behavior, and when do children learn their culture's stereotypes for males and females
- Examine how boys and girls differ in physical development, intellectual abilities, and social behavior
- List the factors that are responsible for these gender differences, and determine the implications of these gender differences for boys' and girls' development

- Examine the ways parents, peers, and the media influence children's learning of gender roles?
  Identify how cognitive theories explain children's learning of gender roles
- Determine how biology influence children's learning of gender roles
- Define androgyny, and how is it related to traditional conceptions of masculinity and femininity
- Define a systems view of family dynamics
- List the different styles of parenting
- Identify what parental behaviors affect children's development
- Explain how children are influenced by the quality of their parents' marital relationship
- Explain how children help determine how parents rear them
- Identify changes in family life for children following divorce
- What are some of the effects of divorce on children?
- Examine how well children adjust to a parent's remarriage
- Examine sibling relationships and determine how well siblings get along
- Identify the consequences of child maltreatment and how can maltreatment be prevented
- List factors that cause parents to mistreat their children
- Examine how play change during infancy and the preschool years
- Identify the benefits of friendship
- Determine when romantic relationships emerge in adolescence
- Identify the important features of groups in childhood and adolescence. Explain why some children more popular than others , and examine the causes and consequences of being rejected
- Examine if watching television affect children's attitudes, behaviors, and cognitive development
- Examine the ways children are affected by non parental child care
- Determine the impact of part-time employment on children's development
- Explain how children are influenced by their neighborhoods
- Identify the hallmarks of effective schools and effective teachers

Course Objectives may change due to time constraints. Please check the syllabus for updates

Required Readings/Materials

a) You must purchase the following *required* readings/materials:
   Children and Their Development, 5/e by Robert V. Kail. Pearson/Prentince-Hall

   A thumb drive with at least 2GB of storage/memory space

Course Requirements (Lectures, Assignments and Assessments)

Activation and regular use of Odessa College email account

Activation and regular use of Blackboard account

Check email and Blackboard accounts every 24 to 36 hours

Read all assigned chapters of textbook

Complete all assignment and turn in on time through blackboard. No work sent through email will be accepted.

Utilization internet resources and *Blackboard Academic Suite™*

Complete research using the internet and other sources

Complete all exams

10 hours of observation of a child in the OC Children's Center (or another preschool approved by the Texas Department of Human Services, Child Care Licensing Division, and the instructor).

Case study (TYPED or WORD PROCESSED) on one child, along with handwritten lab notes made during observation.

Completion of a written assignment involving an adolescent

Item(Name)	Type	Description
Week 1-3 Chapters: 1. The Science of Child Development. 2. Genetic Bases of Child Development. 3. Prenatal Development, Birth and the Newborn.	Reading/Test/internet assignment	*Read the chapters* *Test over chapter 1-3* *Internet research assignment.*
Week 4-5 Chapter 4 Chapter 5 Chapter 6	*Reading* *Begin case study*	*Read the chapters* *Test over chapter 4,5,&6* Begin case study
Week 6-7 Chapter 7 chapter 9 Chapter 10	Reading Continue case study	Read the chapters Test over chapter 7,9&10 Case study project
Week 8-9 Chapter 11 Chapter 15	Reading/ Complete case study	Read the chapters Test over chapters 11&15
Week 10-11 Chapter 8 Chapter 12	Reading/test/ begin teen project	Read the chapters Test over chapters 8-12 Begin project
Week 12-13 Chapter 13 chapter 14	Reading/test/teen project	Read the chapters test over chapters 13-14 Complete project
Week 14	Review	Review
Week 15	Final	Comprehensive final

 Grading Policy: Students will receive grades on submitted assignments within 14 days of the submission unless other wise notified. Late work will not be accepted unless there is a documented medical excuse for the student or for an individual the student is responsible for. There may be times during the semester when extra credit may be

earned. Step by step procedures on how to figure your grade as well as test and assignment schedule contained in the course calendar will be provided to each student. It may vary from semester to semester**.**

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

Incomplete Policy: A grade of "Incomplete" may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of "I" will only be assigned when the conditions for completions have been discussed and agreed upon, and signed by the instructor and the student.

Academic Ethics: Your work is expected to be your own. Plagiarism and or collusion will not be tolerated. Please use proper citation when need. If unethical behavior is detected, all parties involved will be denied points for that project or exam. The questioned material and a report of the ethics violation will be submitted to the department chair for further action as deemed necessary.

Note to students: Keep track of all deadlines. The instructor will help you as much as possible to successfully complete this course, however, if you believe that you will not be able to stay in this course or if you fall to far behind in the course work, it is your responsibility to officially drop this course. If you do not, you will receive a F.

Special needs: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center: The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail: Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All correspondence will be submitted using your Odessa College email.

 Student Portal: Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **All correspondence will be submitted using your Odessa College email**

Technical Support: For Blackboard username and password help and for help accessing your online course availability abd student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

  Important School Policies: For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.