

Moberly Area Community College Common Syllabus

PSY201 Child Growth and Development

Current Term

Instructor:**Office number:****Office hours:****Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.**Contact information:****Classroom number:****Section number(s):****Class days and time:****Catalog Description:** PSY201 Child Growth and Development (3-0-3)

This course presents the development of children from the point of conception through adolescence. Focus is on biological, cognitive, and emotional processes, and the social contexts of development. The framework of the course is topical, examining physical, perceptual, cognitive, language, emotional, and social development from conception through adolescence. (FA, SP)

Prerequisite/Corequisite: PSY101 General Psychology

Text: Title: *Child Development from Infancy to Adolescence: An Active Approach*
Author: Levine
Edition: 2nd Edition
Publisher: Sage
ISBN: 978-1-5063-9892-1

Other Required Materials:

Per instructor's policy

Purpose of Course: This course is designed to provide students with an opportunity to learn about contemporary approaches to understanding child development from conception through the adolescent years. It is hoped that each student will attain the necessary perspectives for the nurturing of concepts that will facilitate an understanding of the unique processes of growth and development.

Course Objectives (CO): This course will consist of class discussion, lecture, individual in-class and out-of-class assignments and small group work. Videos and guest speakers may be utilized to enhance learning. Students who successfully complete this course with a grade of C or above will:

1. understand the major theoretical perspectives of human development,
2. understand the interaction of heredity and environment,
3. be able to describe the course of prenatal through adolescent development,

4. be able to explain an overall perspective of the physical, cognitive and psychosocial developmental changes that occur within a social context at each stage of development,
5. be able to identify behaviors which typify specific levels of development,
6. apply learned concepts to everyday real-life situations,
7. critically evaluate current theories and research results,
8. understand the dynamics that govern children's behaviors,
9. be able to communicate current thinking about developmental issues in both written and/or oral form,
10. demonstrate college level research and writing skills via a research paper.

Course Content:

1. The nature of child development
 - a. Modern study of child development
 - b. Social policy and children's development
 - c. Biological, cognitive, and socioemotional processes
 - d. Periods of development
2. Theories and the Scientific Method
 - a. Psychoanalytic theories
 - b. Cognitive theories
 - c. Behavioral and social learning theories
 - d. Ethological theories
 - e. Ecological, contextual theories
 - f. Developmental analogies
3. Biological Beginnings
 - a. The evolutionary perspective
 1. Natural selection and adaptive behavior
 2. Sociobiology
 3. Evolutionary Psychology
 - b. Heredity
 - c. Genetic principles and methods
 1. Methods used by Behavior geneticists
 2. Heredity's influence on development
 - d. Heredity-environment interaction and children's development
 1. Genotype and environmental concepts
 2. Shared and non-shared environmental influences
 3. The contemporary heredity-environment controversy
4. Prenatal Development and Birth
 - a. The course of prenatal development
 - b. Birth
 - c. Postpartum
5. Physical, Motor, and Perceptual Development in Infancy
6. Physical growth and development
 - a. Cephalocaudal and proximodistal sequences
 - b. Nutrition
7. The brain

8. Motor development
9. Sensory and Perceptual development
 - a. Theories of perceptual development
 - b. Intermodal perception
10. Physical Development in Childhood and Puberty
11. Cognitive Development and Piaget's Theory
 - a. Cognitive Developmental Theory and processes
 - b. Piaget's stages of cognitive development
 - c. Vygotsky's Theory of Cognitive Development
12. Information Processing
 - a. Memory
 - b. Conceptual Development
 - c. Problem solving
 - d. Academic skills
13. Intelligence
 - a. The nature of intelligence and its measurement
 - b. Infant intelligence and the stability of intelligence
 - c. Controversies and issues
 - d. The heredity-environment controversy
 - e. Culture and ethnicity
 - f. The use and misuse of intelligence tests
 - g. Comparison of approaches to children's learning, cognitive development and intelligence
 - h. The extremes of intelligence and creativity
14. Language Development
 - a. Language's rule systems
 - b. Language's Biological and Sociocultural/Environmental Heritages
 - c. The role of cognition in language
 - d. How language develops
15. Attachment, Temperament, Emotional Development
 - a. The nature of children's emotions
 - b. Emotional development in infancy
 - c. The new functionalism in emotion
 - d. Children's depression and depressed parents
 - e. Depression in adolescence
 - f. Temperament
 - g. Attachment
 1. Individual differences
 2. Care giving styles and attachment development
 3. Measurement of attachment
16. The Self and Identity
 - a. Self-understanding and self esteem
 - b. Identity
 1. Erickson's ideas on identity
 2. Some contemporary thoughts on identity
 3. The four statuses of identity

4. Developmental changes
5. Family influences on identity
6. Cultural and ethnic aspects of identity
7. Gender and identity development

17. Gender

- a. Biological, social, and cognitive influences on gender
- b. Gender stereotypes, similarities and differences
- c. Gender role classification
- d. Developmental windows of gender opportunity and asymmetric gender socialization
- e. Women's and men's issues
- f. Ethnicity and gender

18. Moral Development

- a. Piaget's and Kohlberg's theories of moral thought
- b. Basic processes of moral behavior, resistance to temptation, social cognitive theory
- c. Psychoanalytic theory of moral feelings, empathy, contemporary perspectives
- d. Altruism
- e. Parenting, moral development, and discipline
- f. Moral education
- g. Juvenile delinquency

19. Families

- a. The nature of family processes
- b. Parenting
- c. Sibling relationships and birth order
- d. Family Practices in adolescence
- e. The changing family in a changing social world

20. Culture

- a. Culture and children's development
- b. Socioeconomic status and poverty
- c. Ethnicity
- d. Technology

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Evaluation of Student Learning:

Per instructor's policy

Grading Scale:

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69%

F – 0-59%

Description of Major Assignment(s)/Project(s):

Per instructor's policy

Schedule of Student Assignments/Activities:

Per instructor's policy

Instructor Policies:

Tardiness:

Per instructor's policy

Make-up and late work:

Per instructor's policy

Extra-credit work:

Per instructor's policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).