Moberly Area Community College
Common Syllabus

PSY201 Child Growth and Development

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
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/Co-requisite: 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: 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

Assessment of Student Learning: Per instructor’s policy

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor’s policy

Schedule of Student Assignments/Activities: Per instructor’s policy
Statement to Connect Course with General Education Outcomes: In compliance with MACC’s general education outcomes, the student who successfully completes this course will:

- **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.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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</tbody>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy
**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.