

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

PSYC 220 – Child Development

Prepared By: Bruce A. Kenna

**SCHOOL OF: Business and Liberal Arts
Social Sciences Department
MAY 2015**

- A. **TITLE:** Child Development
- B. **COURSE NUMBER:** PSYC 220
- C. **CREDIT HOURS:** (3)
- D. **WRITING INTENSIVE COURSE:** Optional
- E. **COURSE LENGTH:** (15 weeks)
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**
An eclectic approach to the growth and development of the child from conception to adolescence. A variety of major theories and research will be covered to give a balanced overview of the changes that occur in areas such as cognition, personality, social relationships, family, behavior, physical development, and sociocultural factors throughout the life of the child. Applications to parenting, teaching, and current societal trends will be discussed.
This course is an alternate to Human Development (PSYC225). Students may receive credit for only one developmental psychology course.
- I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
a. Pre-requisite(s): PSYC 101 Introductory Psychology or permission of the instructor.
b. Co-requisite(s): Same as above.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:
1. Should have 6-7 objectives using Bloom’s Taxonomy
2. If this course outline is also being submitted for GER approval the learning outcomes from the requested GER must also be included in this list
3. Each measurable course objective must be mapped to the corresponding Institutional SLO and listed in the designated column.

<i>Course Objective</i>	<i>Institutional SLO</i>
a. be able to identify from examples and describe the major concepts, theories and research related to a life-span developmental perspective.	2. Crit. Thinking 3. Prof. Competence
b. explain and apply the major theories of developmental psychology-cognitive (Piaget and Vygotsky), learning (Skinner, Bandura, Information Processing) and psychoanalytic (Freud and Erikson) to children, child care, parenting, and teaching.	1. Communication 2. Crit. Thinking 3. Prof. Competence
c. critically review developmental research reports on children in journals and popular media, based on principles of universally-accepted scientific principles and methodology.	1. Communication 2. Critical Thinking

d. describe the interactions of social status, culture, history and the family to the process of child development and the principles behind these influences.	2. Crit. Thinking 3. Prof. Competence
e. explore a developmental area of personal interest related to children through a course project (using professional books and articles and/or personal interviews or observations) in a class presentation or research paper.	1. Communication 2. Crit. Thinking 4. Inter/Intra Personal Skills
f. assess the developmental progress of a child in physical, cognitive, language, social, and emotional domains based on a grasp of common developmental milestones.	2. Crit. Thinking 3. Prof. Competence

K. TEXTS: Instructor's choice

A Child's World, Martorell, Papalia & Feldman, 2013, McGraw Hill
The Developing Person Through Childhood, Berger, Worth Publishers

L. REFERENCES:

Miller, P. (2011) Theories of Developmental Psychology, Worth Publishers
 Bjorklund, D. (2011) Children's Thinking, 5th Ed, Wadsworth
 Underwood, M & Rosen, L (2013) Social Development: Infancy Through Adolescence, Guilford Press

M. EQUIPMENT: technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: (list in bullet form, all outlines should be created for face-to-face course delivery, attendance is not measurable, but you can list participation – see examples below)

- Exams
- Projects
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Introduction: Issues and Basic Concepts

- A. Normative age-graded, normative history-graded, non-normative influences
- B. Cultural influences
- C. History of childhood as a concept

II. Research Methods and Assessments

A. Experiment

- 1. Independent, Dependent, and Extraneous Variables
- 2. Experimental and Control Groups
- 3. Double-blind control

- B. Non-experimental methods
 - 1. Naturalistic observation
 - 2. Case study
 - 3. Correlational method
 - 4. Quasi-experimental design
- C. Cross-sectional and longitudinal design, cross-sequential design

III. Theories of Development

- A. Behavioral & Social Learning Theory
- B. Psychoanalytic: Freud & Erikson
- C. Cognitive-Developmental Theory
- D. Family Systems Theory
- E. Other...Gessel,...

IV. Heredity and Environment

- A. Basic genetics
- B. Types of gene-environment interactions

V. Physical Development in Infancy and Toddlerhood

- A. Sensory & Perceptual Capacities (sequence, timetable, & (app. assessment)
- B. Motor Development (sequence, timetable, & (appropriate assessment tools)
- C. Social Development in Infancy & Toddlerhood
 - 1. Temperament: assessment & controversy
 - 2. Parent-Infant Interactions
 - 3. Attachment, attachment types, separation and loss
 - 4. Timetable of Social Development
- D. Cognitive Development in Infancy
 - 1. Sensorimotor Sub-stages
 - 2. Language Development in Infancy – theories and concepts of Skinner, Bandura, and Chomsky

VI. Development in Preschoolers

- A. Physical Development
 - 1. Brain Development
 - 2. Motor Development & its assessment
 - 3. Perceptual Development & formal & informal assessment
- B. Cognitive Development in Preschoolers
 - 1. Freud & Erikson
 - 2. Social Learning Theory
 - 3. Attribution Theory
 - 4. Social Skills and their assessment
 - 5. Play: theories, types of, functions of, assessment
 - 6. Play Therapy
 - 7. Fantasy, Fears, Imaginary playmates, Lying, and Friends

VII. Development in Middle Childhood

- A. Cognitive Development

1. Transition to concrete operational stage
2. Growth of metacognitive skills: verbal mediation, metamemory, categorization . . .
3. Memory changes and problem solving in middle school years
 - B. Developmental Problems
 1. Autism & Childhood Psychosis
 2. Mental Retardation and Developmental Delays
 3. Family Dysfunction & its effects on the child
 - C. Learning in School
 1. Cognitive Styles
 2. Learning math
 3. Learning to read
 4. Exceptional Students and Inclusion
 - D. Social Development in Middle Childhood
 1. Psychoanalytic view of Erikson
 2. Developing a self-concept and sex-role development
 3. Friendship in middle childhood
 4. Acquiring social skills: behavioral theory, observational learning, attribution theory, prosocial behavior
 5. The development of morality and moral reasoning

VIII. Development in Adolescence

- A. Physical Development
 1. Sequence of changes
 2. Effects of early and late maturation
- B. Cognition Development in Adolescence
 1. Formal Operational Stage
 2. Metacognition in adolescence
 3. Problem-solving and memory in Adolescence
 4. Ideology and adolescent egocentrism
 5. Moral Development Theories – Kohlberg and Gilligan
 6. Adolescent Egocentrism
- C. Social Development in Adolescence
 1. Erikson & Marcia on moratorium, and the development of a positive self-image
 2. Relationship in the family and the development of independence
 3. Peer relationships
 4. Love and sex
 5. Problems in adolescence: depression, suicide, pregnancy, crime, substance use and abuse
 6. Developing a positive self-image

*It is understood that the final organization of this course is left to the individual instructor. Nonetheless, there is a responsibility to teach this course in a manner that incorporates a broad theoretical content.

Q. LABORATORY OUTLINE: (If the course has a designated laboratory session this **MUST** be completed, follow the format for the detailed course outline listed above)