Course Information

Course title:	Child Development
Course number:	PSY 202
Course discipline:	Psychology
Course description:	Program Course Linkage
	This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.
	Course Catalogue Description
	Psychological implications of human growth and behavior from infancy to adolescence, stressing affective and cognitive development.
Course date:	Monday, July 2 through August 10, 2012
Location:	Online
Meeting day(s):	None scheduled
Meeting time(s):	None scheduled
Prerequisite(s):	IMPORTANT - 1. All assignments most be completed by the due dates. Any assignments received late will not receive any points. 2. Due to problems in the past I am unable to give any incomplete grades so make sure that you keep up and turn everything in on time.

Instructor Information

Name:	Dale Fryxell
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Biography:	Dr. Fryxell is a full-time Professor in the Psychology Department at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

Textbooks

Required reading:	*Infants and Children*, Prenatal Through Middle ChildhoodBerk, L. E. , Pearson, 7th Edition, 2012, ISBN-10: 0205831915
	MyDevelopmentLab Course Compass - The access code for this web-based resource is packaged with the textbook if you purchase it at the bookstore. If you purchase the textbook somewhere else you will have to purchase access on the MyDevelopmentLab Course Compass website (www.coursecompass.com). When you register on the website use the Class ID - fryxell80499. You will find my virtual child on this site on the course menu (you will need to enter the Class ID# - 4783 on the MyVirtualChild page).

Course Goals

Course goals:	Course Overview
	Child Development will provide an intensive study of the physical, cognitive, and social/emotional development of children. Through active participation and the use of on-line feedback, activities, and reading, students will have an opportunity to explore theoretical approaches and current issues related to child

development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development.

Marianist Educational Values Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The

Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton
Each of these characteristics is integrated, to varying degrees, in this course.

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. understand the historical and cultural roles that children have played.
2. apply a variety of theoretical approaches to the study of children.
3. discuss developmental aspects of growth including physical, cognitive, cultural, social, emotional, language, and moral development.
4. discuss conditions necessary for optimal child development.
5. express well-informed views including ethical concerns on topical issues such as resiliency, the effects of television, early intervention, parenting styles, and child abuse.
6. locate current information and research related to child development.
7. apply the scientific method to the study of child development.

Course Requirements

Introduction: Course Requirements Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:
A. MyVirtualChild (9 @ 20 points = 180 points)
B. Chapter Exams (13 @ 25 points each) = 325 points
C. Child Observation Paper (1 @ 100 points) = 100 points

Total Points = 605
* Students must complete all course requirements before the end of the semester. No incomplete grades will be given.

Requirements: A. MyVirtualChild (9 @ 20 points = 180 points)
As part of the course you will be raising a virtual child. Each week starting the second week you should answer the discussion questions that are provided. It is expected that your responses to the questions will be about two pages in length (12 pt, double spaced). The papers are due by midnight on the Sunday of the week that they are assigned. They should be posted by clicking on the specific Week on the Course Menu (over on the left side of this page) and then clicking on the specific "MyVirtualChild" age.

B. Chapter Exams (13 @ 25 points each)
Chapter Exams for each chapter are available on the Course Compass website. It is recommended that you take the exams during the weeks that they are assigned but the actual due date for completing the exams is the last day of the term. The exams can only be opened one time so make sure that you are ready to take them when you open them. To access the Chapter exams just click on "Chapter Contents" in the course menu, then on the chapter that you are working on and then on the Chapter Exam. For each chapter you will also see that there is a pre and post-test - these are for your own benefit and will not count towards your grade.

C. Child Observation Project (100 points)
1. Select a child below the age of 12.
2. Observe the child in his or her home, school, or other environment (minimum

time should be 2 hours).
3. Briefly describe the child's physical appearance and the physical and social environment where the observation took place.
4. Describe what the child was doing, with whom, how, and what materials where used.
5. Note the language/communication used by the child (you may want to include portions of conversations to demonstrate a particular point).
6. Match your observations with technical and theoretical information provided in the text and/or in class (This should be the main portion of the paper). You should include a minimum of 10 concepts from the text in your paper.
7. The finished paper should be 4 to 5 pages, double-spaced, 12 point type.
8. Deposit the paper in the ecollege dropbox by the due date.

Grading Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:
90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
59% or below F

STUDENTS WITH DISABILITIES
Students with Disabilities Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact 735-4845 or Dr. June Yasuhara, 739-4603, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Calendar

Calendar:

Week #1 - July 2
Chapter 1 - History, Theory, and Research Strategies
Chapter 2 - Genetic and Environmental Foundations
Complete Quizzes for Chapters 1 & 2

Week #2 - July 9
Chapter 3 - Prenatal Development
Chapter 4 - Birth and the Newborn Baby

Complete Quizzes for Chapters 3 & 4
My Virtual Child: 8 months

Week #3 - July 16
Infancy and Toddlerhood: Physical Dev. Chapter 5
Infancy and Toddlerhood: Cognitive Dev. Chapter 6
Infancy and Toddlerhood: Emotional/Social Dev. Chapter 7

Complete Quizzes for Chapters 5 - 7
My Virtual Child: 19 months
My Virtual Child: 24 months

Week #4 - July 23
Early Childhood: Physical Dev. Chapter 8
Early Childhood: Cognitive Dev. Chapter 9
Early Childhood: Emotional/Social Dev. Chapter 10

Complete Quizzes for Chapters 8 - 10
My Virtual Child: 3 years
My Virtual Child: 4 years

Week #5 - July 30
Middle Childhood: Physical Dev. Chapter 11
Middle Childhood: Cognitive Dev. Chapter 12
Middle Childhood: Emotional/Social Dev. Chapter 13

Complete Quizzes for Chapters 11 - 13
My Virtual Child: 6 years
My Virtual Child: 8 years

Week #6 - August 6
My Virtual Child: 10 years
My Virtual Child: 12 years
Child Observation Paper Due August 10