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CHAMINADE UNIVERSITY
Psychology 202
Child Development
MWF, 1:00 p.m. – 1:50 p.m.
Henry Hall, Room 221
Fall 1999

Instructor: Veronica F. Ogata, M.Ed.

Office: Kiefer Hall, “Cube M”

Office Hours: MWF, 11:45 a.m. – 12:45 p.m. (or anytime by appointment)

Phone: 956-4459 (UHM)

E-mail: vogata@hawaii.edu

Textbook: Berk, L.E. (1999). *Infants and Children: Prenatal through middle school* (3rd Ed.). Boston: Allyn & Bacon.

Course Description: This course will provide an intensive study of the physical, cognitive, and social/emotional development of children from prenatal to middle childhood. Through active participation, students will have an opportunity to explore theoretical approaches, cross-cultural perspectives, family dynamics, and current issues related to child development from a multidisciplinary focus, with an emphasis on enhancing children’s optimal development.

Course Competencies: Upon completion of this course, students will be able to:

1. Understand the historical and cultural roles that children play.
2. Apply a variety of theoretical approaches to the study of children.
3. Discuss developmental aspects of growth including physical, cognitive, social, emotional, language, and moral development.
4. Understand children with disabilities and their families.
5. Recognize the existence of similarities and differences in child development among various cultures.
6. Discuss conditions necessary for optimal child development.
7. Express well-informed views on topical issues (i.e., resiliency, effects of television and violence, early intervention, disabilities, childrearing, and family violence/child abuse).
8. Locate current information, community resources, and research related to child development.

Course Content/Structure: Course topics will include patterns of physical, cognitive, and social/emotional development of children with and without disabilities, recent theoretical approaches, the role of culture in childrearing and educational practices, and other current issues. Class sessions will include interactive discussions, lectures, videos, readings, collaborative/cooperative learning activities, site visits, interviews, observations, presentations, and written/field assignments related to the course content.

Course Requirements:

(1) Textbook & Selected Readings: Students are required to read the course textbook. Readings are assigned weekly (see course schedule). Note: The chapters are lengthy, so I encourage you to read so that you are not faced with “catching up” right before exams. Students will also be required to read selected articles and handouts.

(2) Attendance and Class Participation: Attendance and active participation is an integral part of your learning and will account for part of your grade. Students will actively work in cooperative groups to learn course materials. Groups will be asked to share key concepts and participate in class discussions and activities. Also, information from class lectures, discussions, videos, guest speakers, and required readings will help you in completing your reading checks, and assignments. Therefore, it is **very important** that you attend each class session. Students will also be asked to sign an attendance sheet.

(3) Assignments: Assignments have several purposes in this class. Assignments are *learning experiences*. Through them, students will develop knowledge and skills essential to understanding the child development process. Assignments also provide students with an opportunity to demonstrate their understanding of key concepts and their level of competence.

For the instructor, assignments serve as a tool for feedback. They help the instructor to know how effective instruction has been, and whether additional work is needed on a specific topic. Assignments also provide the instructor with a means to assess students' awareness, knowledge, and skills.

Assignments are due on the dates indicated on the course schedule (see attached sheet). Points will be deducted for each day that an assignment is late. All assignments must be typed, neat, and professional in appearance. Assignments must be free of spelling and grammatical errors. Most importantly, assignments must demonstrate organization in thoughts.

- ◆ **(A) Reading Checks (25pts./each):** Reading Checks are short quizzes that will allow the instructor to “check” if students are keeping up with the assigned readings. Multiple choice, fill-in-the blank, and true/false questions will make up the Reading Checks. Three Reading Checks will be given throughout the semester. The instructor will not inform students about the Reading Checks, therefore, you are responsible to come prepared to each class. If you are absent when a Reading Check is given, please see instructor about an alternative make-up assignment. Please note that make-up assignments will be harder than the Reading Checks. (Hint: If you keep up with your readings and attend class regularly, the Reading Checks should be easy.)

- ◆ **(B) Community Resource Report (50 pts.):** In pairs or small groups, students will visit, report in writing, and present their observations of a program or agency that supports the care, education, health, and/or well-being of children. Students will also interview a professional at that site who is directly involved with enhancing children's development, and share their findings in class. * Students will be encouraged to visit a program or agency that supports children with disabilities. (More information will be provided later.)
- ◆ **(C) Child Development Observations (25 pts./each):** Students will observe children at (1) the Infancy and Toddlerhood Stage, (2) Early Childhood Stage, and (3) the Middle Childhood Stage of the child development process, and compare their observation findings with information provided in the textbook and other relevant course materials. Students will report their findings in writing. (More information will be provided later.)
- ◆ **(D) Group Seminar (100 pts.):** In teams of 4, students will work together to research, present, and lead a class discussion on selected child development issues and topics (i.e., resiliency, television and violence, disabilities, child abuse). (More information will be provided later.)
- ◆ **(E) Child and Family Project/Presentation (125 pts.)** The Child & Family Project/Presentation is an opportunity for students to receive valuable insight from a family's perspective regarding the process of child development. Students will interview a family with a child, between the ages from birth to 12, write a report, and present the information to the class. * Students will be encouraged to interview families of children with disabilities. (More information will be provided later.)

Assessment of Assignments: Feedback/evaluations will be given on each assignment. If you have any questions regarding my evaluation on an assignment or grade, please feel free to discuss it with me. I believe that strong partnerships are formed when all individuals are able to provide valuable input. **Very Important Note: Plagiarism is not tolerated in this class.** Any plagiarized work identified by the instructor will result in an automatic "0".

Class time is also a time for students to ask questions and share their experiences. I welcome all students to share. Please remember that there will be students who may disagree with your perspectives. So, PLEASE BE AWARE of the comments you are sharing to avoid offending others. We all have different values and beliefs – let's be respectful of everyone. It is alright to disagree, but let's do it RESPECTFULLY. I will not hesitate to remind students who forget.

**** It is my intent that every participant in this class is treated with courtesy, respect, and fairness. If you have any concerns, please do not hesitate to talk to me.**

<u>Course Requirements</u>	<u>Possible Points</u>
Attendance and Class Participation	25
Reading Checks (3/25 pts. each)	75
Child Development Observations (3/25 pts. each)	75
Community Resource Report	50
Group Seminar	100
Child & Family Development Project/Presentation	125
TOTAL POSSIBLE POINTS =	450

Final Grade Scale:

90 – 100% of 450 points (405 - 450) =	A
80 – 89% of 450 points (360 - 404) =	B
70 – 79% of 450 points (315 – 359) =	C
60 – 69% of 450 points (270 – 314) =	D
50 – 59% of 450 points (225 – 269) =	F

COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS
1	(M) 8/30	Syllabus Review	
		History, Theory, & Research Strategies	Chapter 1
	(W) 9/1	Historical Foundations & Theories	
	(F) 9/3	Recent Theoretical Perspectives	
		Biological & Environmental Foundations	Chapter 2
2	(M) 9/6	LABOR DAY	No Class
	(W) 9/8	Genetic Foundations, Reproductive Choices	
	(F) 9/10	Environmental Contexts & Heredity	
		Prenatal Development	Chapter 3
3	(M) 9/13	Motivations for Parent hood & Prenatal Development	
	(W) 9/15	Prenatal Development & Environmental Influences	
	(F) 9/17	Environmental Influences, cont.	
		Community Resource Visits & Interviews	
4	(M) 9/20	Community Resource Site Visit/Interviews	No Class
	(W) 9/22	Community Resource Presentations	
	(F) 9/24	Community Resource Presentations	Community Reports Due
		Birth and the Newborn Baby	Chapter 4
5	(M) 9/27	Stages and Approaches to Childbirth	
	(W) 9/29	Medical Interventions & Birth Complications	Observation Report #1 Due
	(F) 10/1	The Newborn Baby's Capacities	
		Physical Development in Infancy & Toddlerhood	Chapter 5
6	(M) 10/4	Body Growth & Brain Development	
	(W) 10/6	Physical Growth & Motor Development	
	(F) 10/8	<u>Special Topic:</u> To be Announced	Group Seminar #1
		Cognitive Development in Infancy & Toddlerhood	Chapter 6
7	(M) 10/11	DISCOVERS' DAY	No Class
	(W) 10/13	Piaget's Theory, Information Processing, Coginition	
	(F) 10/15	Language Development	
		Emotional/Social Development in Infants & Toddlers	Chapter 7
8	(M) 10/18	Theories of Personality & Emotional Development	
	(W) 10/20	Temperament and Attachment	
	(F) 10/22	<u>Special Topic:</u> To Be Announced	Group Seminar #2

COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS
		Physical Development in Early Childhood	Chapter 8
9	(M) 10/25	Body Growth & Brain Development	
	(W) 10/27	Factors Affecting Growth & Health	
	(F) 10/29	Motor Development & Perceptual Development	Observation Report #2 Due
		Cognitive Development in Early Childhood	Chapter 9
10	(M) 11/1	Piaget & Vygotsky's Theories	
	(W) 11/3	Cognition & Language Development	
	(F) 11/5	<u>Special Topic</u> : To be Announced	Group Seminar #3
		Emotional/Social Development in Early Childhood	Chapter 10
11	(M) 11/8	Erickson's Theory, Self & Emotional Development	
	(W) 11/10	Peer Relations & Morality	
	(F) 11/12	Gender Typing & Childrearing	
		Physical Development in Middle Childhood	Chapter 11
12	(M) 11/15	Body Growth, Health Problems, Health Education	
	(W) 11/17	Motor Development & Play	
	(F) 11/19	<u>Special Topic</u> : To Be Announced	Group Seminar #4
		Cognitive Development in Middle Childhood	Chapter 12
13	(M) 11/22	Paiget's Theory, Cognition, & Language Development	
	(W) 11/24	Children's Learning in Schools	Observation Report #3 Due
	(F) 11/26	THANKSGIVING RECESS	No Class
		Emotional/Social Development in Middle Childhood	Chapter 13
14	(M) 11/29	Erickson's Theory, Self & Emotional Development	
	(W) 12/1	<u>Special Topic</u> : To be Announced	Group Seminar #5
	(F) 12/3	Group Work on Child & Family Development Projects	No Class
		Child & Family Presentations	
15	(M) 12/6	Child & Family Development Project Presentations	
	(W) 12/8	Project Presentations, cont.	
	(F) 12/10	Project Presentations, cont.	Project Reports Due

**STUDENT RECORD SHEET
Psychology 202
FALL 1999**

Name: _____ **Home/Work Telephone:** _____

Dates of Attendance (Please Initial):

8/30: _____ 9/1: _____ 9/3: _____ 9/8: _____ 9/10: _____ 9/13: _____ 9/15: _____ 9/17: _____
 9/20: _____ 9/22: _____ 9/24: _____ 9/27: _____ 9/29: _____ 10/1: _____ 10/4: _____ 10/6: _____
 10/8: _____ 10/13: _____ 10/15: _____ 10/18: _____ 10/20: _____ 10/22: _____ 10/25: _____ 10/27: _____
 10/29: _____ 11/1: _____ 11/3: _____ 11/5: _____ 11/8: _____ 11/10: _____ 11/12: _____ 11/15: _____
 11/17: _____ 11/19: _____ 11/22: _____ 11/24: _____ 11/29: _____ 12/1: _____ 12/3: _____ 12/6: _____
 12/8: _____ 12/10: _____

Requirements & Assignments	Due Date	Possible Points	Points Earned
Attendance & Participation	-----	25	
Reading Checks	-----	RC#1 - 25	
		RC#2 - 25	
		RC#3 - 25	
Child Development Observations	CO#1 - 9/29	CO#1 - 25	
	CO#2 - 10/27	CO#2 - 25	
	CO#3 - 11/24	CO#3 - 25	
Community Resource Visit/Interview	9/24	50	
Group Seminar	Varied Due Dates	100	
Child/Family Development Projects	12/10	125	
TOTAL POSSIBLE POINTS	-----	450	

Final Grade Scale:

- 90 - 100% of 450 points (405 - 450) = **A**
- 80 - 89% of 450 points (360 - 404) = **B**
- 70 - 79% of 450 points (315 - 359) = **C**
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FINAL GRADE: _____