

PSY 202 Child Development

PNY

DESCRIPTION

Children are our nation's most important resource. They are the future of our society. In this course, we will explore how children learn, develop, and interact. We explore ways that will assist children develop their full potential and grow into productive young adults. The course interweaves physical, cognitive, and socioemotional development of children with an emphasis on this culture's conceptual framework - but compares/contrasts our perspectives cross-culturally. Five themes are woven throughout the text: 1) health and well-being; 2) families and parenting; 3) education; 4) culture and ethnicity; ;and 5) gender.

OBJECTIVES

The student will learn:

1. How to evaluate physical, cognitive, and socioemotional development of children in this culture as compared to children in other cultures.
2. How their own development in childhood relates to adolescence and young adulthood.
3. How theories relate to understanding the field of growth and development.
4. How much the field of child development has changed in the past 20 years.
5. To develop critical thinking skills in relation to child growth and development.
6. How to integrate personal bias, values and concepts into their new research of children.
7. How to demonstrate their new learning by writing papers, taking essay quizzes and discussing concepts in small groups.
8. How to utilize and integrate this course into their educational process.

14	<u>Video</u> : Infancy <u>Assign</u> : Read Ch. 7	
19	Discuss reading <u>Video</u> : Language <u>Assign</u> : Read Ch. 8	Infancy (Cognitive)
21	Discuss reading	Infancy (Socioemotional)
26	<u>Video</u> : Parenthood <u>Assign</u> : Paper #2	Transition to Parenthood
28	<u>Paper #2 due</u> /discuss in small group <u>Assign</u> : Critical Thinking readings	
Nov. 2	Critical thinking Issues "Improving The Lives of Children" Paragraph writings check (Ch. 6-8)	
4	<u>Video</u> : Life Among the Giants <u>Assign</u> : Read Ch. 9	
9	Discuss reading <u>Assign</u> : Read Ch. 10	Early Childhood (physical)
11	HOLIDAY	
16	Discuss reading <u>Video</u> : Jeannie <u>Assign</u> : Read Ch. 11	Early Childhood (Cognitive)
18	Discuss reading "Improving The Lives of Children" Paragraph writings checked (Ch. 9-11) <u>Assign</u> : Paper #3	Early Childhood (Socioemotional)
23	<u>Paper #3 due</u> /discuss in small group <u>Video</u> : "Life Among the Giants" Part II <u>Assign</u> : Review for Quiz, Ch. 6-11	
25	THANKSGIVING	
30	QUIZ <u>Assign</u> : Read Ch. 12 & 13	
Dec. 2	Discuss reading <u>Assign</u> : Read Ch. 14	Middle & Late Childhood (Physical & Cognitive)
7	Discuss reading <u>Assign</u> : Critical thinking Readings	Middle & Late Childhood (Socioemotional)

educational journals (you may also find these journals on the Internet). List your references at the end of paper.

3. Critical thinking issues/readings due: Oct, 5, 7, Nov. 2, Dec. 9. Outline format to hand in. Discussion will take place in small groups.

4. "Improving Lives of Children" writings will be one (1) paragraph in length (and checked in class on scheduled dates) and discussed in small group. There are (according to the author) 5 important themes in relation to the quality of children's development: health and well-being; families and parenting, education, culture and ethnicity; and gender. Each chapter ends by addressing these areas in relation to that specific chapter. You are responsible for selecting one of the 5 areas called "Improving the Lives of Children" - at the end of each chapter. You will write a paragraph reflection/opinion of that brief section discussed. These writings will be checked and discussed as scheduled in the syllabus. Your writing can be typed or hand written (ink) and cannot be made up if you are absent on the scheduled check date.

## TEACHING PHILOSOPHY

I feel it important that I explain how I see and interpret my role as your professor. By explaining my perception - at the beginning of the course - I am hopefully allowing you the freedom to select this course and go along the path of your learning - aware of my style and expectations. Learning is an interplay - a "dance" so to speak. We both learn from each other and from all others in this class. Therefore, if you have not experienced this framework before - in my personal learning environment - you may feel uncomfortable with my class. That's fine. Don't despair! Being uncomfortable isn't a bad thing - its simply a message to you saying "this isn't something I am familiar with and I feel uneasy about it! To me - that's called growth.

I do not "lecture" to you in the "traditional" sense of the professor being the "giver of all information." That is not my perception of the professor role. I do what I consider to be "lecture-discuss" which, to me, means - we talk and discuss, and we "dialogue" together about the readings, videos, etc. I see myself as a person who facilitates your learning experience - as to me - learning is an experience - that takes place not only in class - but at "breaks" at work, on the freeway, with life!!

Students sometimes say "Mitzi is not clear - she doesn't tell me exactly what I am to know." I understand their comment. I feel I am unable to "tell you what you need to know" because if I would to that - it would only be my "assumption" - as we are all different and are taking courses for different reasons, and will use the material from this specific class in different ways. Plus, we all know that to "assume" something makes an "ass out of you and me." I will, however, give you guidelines as to what I consider to be important aspects within the framework of this course. I will give you criteria to follow in relation to your reading, projects or discussions. But the actual "learning" and what you choose to learn - comes from you.

I, hopefully, create an environment that allows you to learn in your best "style" - whether you are a visual or auditory learning - or a person who best "unfolds" while doing a hands-on activity.

Your comments, suggestions, expectations are always welcome. Together we all grow - and "unfold" - and learn.

Addition (Explanation) to PSY 202 Child Development Syllabus: T, TH,  
3:30 p.m.

1. Critical thinking readings (#3 on syllabus under assignments)  
These readings will be from the chapters covered prior to the due date: Oct. 5. The critical thinking issue will be selected from Ch. 1-5. You will find your selections listed pg. XIII under Tables, Boxes, and Endpices. (Date change) on Nov. 2: The critical thinking issue will be selected from Ch. 6-8. On Dec. 9: The critical thinking issue will be selected from Ch. 9-14. \*Omit Sept. 7 critical thinking issues stated in syllabus. You will select a critical thinking issue and discuss (no writing) in small group 1) why this issue interested you; 2) what is your opinion on this issue; 3) how did you come to this conclusion; 4) defend your “thinking.”
2. Added to your syllabus: #5 Annual Editions Readings. You will read all articles and be ready to discuss (no written paper) these units at the following times:

Unit 1 – Oct. 7  
Unit 2 – Oct. 26  
Unit 3 – Nov. 4  
Unit 4 – Nov. 18  
Unit 5 – Dec. 9

If you are absent, these cannot be made up.

3. Added to your syllabus: #6 Final. Your final will combine the text and the Annual Editions Readings book. It will be open book and based on the quote “Teaching does not mean directing and imposing, but opening up and liberating.”