

Psy

CHAMINADE UNIVERSITY OF HONOLULU

Winter Evening 1999 Semester

Psy 202BW2 CHILD PSYCHOLOGY (8th Edition)
Place Punana Leo O Waimea
Time 5:30 - 9:40 p.m., Mondays from January 11th to March 16th
Instructor Peggy Moody, PhD
Office Hours Upon request, before class on Mondays (5:00 p.m.)
Phone 775-1020 (home)

Required Text Papalia, D. E., Olds, S. W. & Feldman, R.D. (1999). A Child's World.
Boston: McGraw-Hill College Publishing.

COURSE DESCRIPTION

This course will explore the psychological implications of human growth and behavior from conception through infancy up to adolescence, stressing physical, cognitive, social, cultural and spiritual development. Our text humanistically (meaning holistically with an emphasis on potential) focuses on various developmental issues (such as the nature of school and family structures, learning styles, urban vs rural stresses) within a chronological presentation of the child's development with an emphasis on current research in the field. Throughout the course, within the context of large and small group discussions, we will be asking the following questions (and many more!):

- What factors influence the way children develop?
- What can adults do to help children realize their potential?
- How much control do children exert over their own lives?
- What aspects of development are typical for most children?
- In what ways are children unique, both within their culture and society?
- What is normal development?
- What is cause for concern in development?

Our goal is to consider children as integrated beings within their culture, environment, time and worldspace. Our study will include how diverse cultural and spiritual traditions might answer the above questions, as well as how science has investigated important clues for our considered evaluation in the scheme of child rearing. Special emphasis will be placed on the life-educational process early childhood teachers can offer.

COURSE OBJECTIVES

As Instructor, I will

1. provide a safe environment within the class where you can explore, experientially, the dimension of self that led you into education, and encourage deeper understandings of self/world/child;
2. encourage rich discussion and evaluation about topical (e.g., physical, social or personality development) and chronological (e.g., age markers) issues within child development from the course readings and current events; understand current

- research in its implications for early childhood education;
3. help you begin to formulate your own view of the diversity of human nature and how you will make discerning interventions for children (and yourself) into this next millennium.

As student, you will, via readings, discussions, projects and reflection on books:

1. demonstrate your integrated and critical awareness of developmental concepts and issues as they pertain to children and yourself, and what science and cultural customs recommend;
2. show applied understanding of methodologies in child development research and customs;
3. have a better understanding of values dimensions in your expanding socially responsible lifestyle within the education system.

STUDENT RESPONSIBILITIES

1. Attendance & Participation: My passion is to have your presence and insight in each class. I believe that learning does not come from the teacher to the student, but in many directions as we form a community for enlightenment. I understand that you have a life that holds many demands upon your time and commitments. I ask that you alert me if you will be absent, so that I can alert our learning community (privacy of reason honored). However, because the class meets only once per week, missing more than two classes will jeopardize your grade by one.
2. Assessment of understanding: Each week, I will be giving you questions to reflect on the reading and class discussions ("seedings"). These reflection will be due each week (10 points x 9 weeks = 90 pts), and take the place of exams. Reflections should be 1 1/2 to 2 typed pages. If late, papers are dropped two letter grades from original assessment.
3. Projects:
 - a. Personal development: a 3-5 page typed paper exploring your own developmental upbringing (to specifically include cultural and psychological impact on who you are now, using scientific research to support what you would keep and what you might change from your developmental rearing);
 - b. Local Issue (current event): this 3-5 page typed paper will explore some LOCAL current event in the area of child development (happening on the Big Island, or within our state). You will outline the current issue of your choice, present your reaction (critical thinking), and possible solutions (using cultural, spiritual, personal diversity) stemming from your understanding from this course. Each paper is worth 50 pts, due on the 1st of February and 1st of March.
4. Final Reflection: I will give you summative questions about the readings and process of learning you experienced during the course. This reflection will be due during the final class (15 March). This will be worth 50 pts.

GRADING

Weekly Reflection (10 x 9)	90 pts	90 - 100%	(216 - 240) = A
Projects (50 pts x 2)	100	80 - 89	(192 - 215) = B
Final Reflection	50	70 - 79	(168 - 191) = C
	240 pts	60 - 69	(144 - 167) = D
			(>144) = F

COURSE SCHEDULE		
WEEK	DATE	ASSIGNMENT
1	1/11	Introduction to course; Ch 1 overview into the history, theory and research methods; experiential regarding project 1; Ch 2: Forming a New Life; reflection questions 1 & 2 handed out
2	1/19 (Tues)	Ch 3: Pregnancy; video ("We're expecting"); experiential regarding project 1 ("seeing" in a child's way); current events discussion; Ch 4: Birth and the Newborn; video excerpts on newborns issues; reflection 1 & 2 due; question 3 handed out
3	1/25	Ch 5: Physical Development in Infancy & Toddlerhood; begin Ch 6: Cognitive Development; Video ("The Discovery Year"); reflection 3 due; question 4 handed out
4	2/1	Finish Ch 6; Video excerpts on infancy issues; Ch 7: Psychosocial Development in Infancy and Toddlerhood; reflection 4 due; question 5 handed out; Personal Development Project due.
5	2/8	Ch 8: Physical Development in Early Childhood; video excerpts on childhood issues; reflection question 5 due; question 6 handed out
6	2/16 (Tues)	Ch 9: Cognitive Development in Early Childhood; discussion of project 1--self-awareness blossoms; reflection 6 due; question 7 handed out
7	2/22	Ch 10: Psychosocial Development in Early Childhood; current events update; reflection 7 due; question 8 handed out
8	3/1	Ch 11: Physical Development in Middle Childhood; begin Ch 12: Cognitive Development in Middle Childhood; current events discussion (problems and solutions presented); Projects due; reflection 8 due; last question (9) handed out
9	3/8	Ch 13: Psychosocial Development in Middle Childhood; Overview of course issues; last reflection (9) due; Final Reflection questions handed out
10	3/15	Final Reflection due; discussion of course learning; application via school and parent conferences (role-playing with a purpose)