

F0'01

CHAMINADE UNIVERSITY
PSYCH 202: Child Development
Tuesdays and Thursdays 8:00 – 9:20
Henry Hall, Room 102
Fall 2001

Instructor: Dale R. Fryxell, Ph.D.
Office: Kieffer Hall, "Cube L"
Office Hours: Tues. & Thurs. 7:00 – 8:00 AM, Tues 3:30 – 4:30 and by appointment
Telephone: 739-4678
Email: dfryxell@chaminade.edu

Text

1. Berk, L. E. (1999). Infants and children: Prenatal through middle childhood (3rd ed.). Boston: Allyn and Bacon.
2. Hairston, M., Ruszkiewicz, J. & Friend, C. (1999). The Scott, Foresman handbook for writers (5th ed.). New York, NY: Longman

Course Description

Child Development will provide an intensive study of the physical, cognitive, and social/emotional development of children. Through active participation and the use of discussions, lectures, videos, 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. As with all classes at Chaminade University, the course has a foundation in the Marianist educational values of faith, the pursuit of excellence and quality, a spirit of family, the promotion of social justice, and the ability to adapt to change.

Course Objectives

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, social, emotional, language, and moral development.
4. discuss conditions necessary for optimal child development.
5. express well-informed views 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. have an understanding of the scientific method and its relationship to research on child development

Important !!!!!!!!

By Tuesday, September 4th, please turn in an 8 ½ x 11 sheet with the following information on it;

1. a reasonably good Xeroxed picture of yourself.
2. anything special that you would like me to know about you.

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. Class activities (5 @ 25 points each)	=	125 points
B. Quizzes (5 @ 25 points each)	=	125 points
C. Child Observation Paper (1 @ 100 points)	=	100 points
D. Class Participation	=	50 points

Total Points = 400

A. Class Activities (5 @ 25 = 125 points)

Five class activities will be turned in for credit. Each activity will be worth 25 points. These activities may involve both individual and group work and may include both in and out of class time. Activities that are turned in late will be worth only half credit (no exceptions). You can keep track of the activities by listing them on the following chart.

<u>Activity #</u>	<u>Date</u>	<u>Description</u>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

B. Quizzes (5 @ 25 = 125)

Five quizzes will be given during the semester. The quizzes will be multiple choice and based on information covered in the textbook and in class.

<u>Quiz #</u>	<u>Score</u>
1	_____
2	_____
3	_____
4	_____
5	_____

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 1 hour).
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 were 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.
7. Please type your observation report (5 to 6 pages, double-spaced, 12 point type).

D. Class Participation (50 points)

It is important in an interactive class for all students to come to class fully prepared and ready to actively participate.

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

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignments</u>
#1 – Aug 28 & 30	Course Introduction	
#2 – Sept 4 & 6	Theory and Research in Child Development	Chapter 1
#3 – Sept 11 & 13	Biological and Environmental Foundations	Chapter 2 Quiz #1: Chapters 1 - 2
#4 – Sept 18 & 20	Prenatal Development	Chapter 3
#5 – Sept 25 & 27	Birth and the Newborn Baby	Chapter 4 Quiz #2: Chapters 3 - 4
#6 – Oct 2 & 4	Infancy and Toddlerhood: Physical Dev.	Chapter 5
#7 – Oct 9 & 11	Infancy and Toddlerhood: Cognitive Dev.	Chapter 6
#8 – Oct 16 & 18	Infancy and Toddlerhood: Emotional/Social Dev.	Chapter 7 Quiz #3: Chapters 5 - 7
#9 – Oct 23 & 25	Early Childhood: Physical Dev.	Chapter 8
#10 – Oct 30 & Nov 1	Early Childhood: Cognitive Dev.	Chapter 9
#11 – Nov 6 & 8	Early Childhood: Emotional/Social Dev.	Chapter 10 Quiz #4: Chapters 8-10
#12 – Nov 13 & 15	Middle Childhood: Physical Dev.	Chapter 11
#13 – Nov 20 Nov 22	Middle Childhood: Cognitive Dev. Thanksgiving Holiday	Chapter 12
#14 – Nov 27 & 29	Middle Childhood: Emotional/Social Dev.	Chapter 13 Quiz #5: Chapter 11-13
#15 – Dec 4 & 6	Child Observation Reports	Observations Due