CASPER COLLEGE COURSE SYLLABUS

DATE: SPRING 2007

COURSE NUMBER & TITLE: PSYC 2300 Sections 01, 02 DEVELOPMENTAL PSYCHOLOGY

INSTRUCTOR: Ruth Doyle, Ed.D.
Casper College - PS 342 office
125 College Dr.
Casper, WY 82601
Phone: 268-2516 messages Office hours posted
e-mail: rdoyle@caspercollege.edu

CLASSTIME / ROOM / DAYS: Posted in current C.C. schedule; 3 hours lecture/3 hours credit

OFFICE HOURS: Posted

GRADING: Letter grade only


SUPPLEMENTARY: Also, refer to text links, and the WebCT website for this class.

A number of psychology journals are available in the Casper College library.

http://www.psychwww.com
This site is chock-full of links to just about anything related to the field of psychology.

http://www.med.harvard.edu:80/AANLIB/home.html
This is the site for the Whole Brain Atlas, if you’re interested in the structure of the brain.

http://www.apa.org American Psychological Association

http://www.hanover.edu/psych/APS/aps.html American Psychological Society

http://www.ius.edu/psychology Psychology Jumping Stand

http://www.aacap.org American Association of Child and Adolescent Psychiatry

http://aamft.org American Association of Marriage and Family Therapists

http://apa.org American Psychological Association

http://www.childpsychology.com Information Resource

http://www.mentalhelp.net Information Resource

http://www.nimh.nih.gov National Institute of Mental Health
COURSE DESCRIPTION: The purpose of Child Psychology is to provide an overview of child growth and development, the theoretical bases for the area of child study, application of solutions to developmental problems and the physical, psychological, social and emotional aspects of child psychology, as well as current research on the topic.

PREREQUISITES: Introduction to Psychology or permission of instructor.

OUTCOMES: Students will in thematic units:

1. understand research methodology/design and write a scholarly research design/literature review;
2. use the classroom text and the internet as a resource guide for child development;
3. develop assertive/critical thinking skills in a college classroom setting;
4. improve classroom communication/writing/presentation/internet skills and information literacy;
5. understand individuality, diversity and culture as to physical, emotional, cognitive components of the child;
6. apply normative child developmental patterns to children and adolescents;
7. emphasize identity formation as to context, process and environmental influences;
8. apply psych theory to an individual case study as to negative/positive identity formation;
9. understand the importance of bonding and parenting style on the development of the child;
10. develop a creative “child development tool”;
11. change individual attitudes about child development and serve as “models” for children;
12. discuss environmental influences in the patterns of “individual” development.

COURSE REQUIREMENTS: All students will be expected to:

1. Attend class on a regular basis and participate in class discussion.
2. Read the text, complete supplementary class projects, and participate in small group/on line activities.
3. Complete two child psychology application papers, one as a descriptive case study and the other on parenting styles, for 25 points each (Total - 50 points).
4. Complete an applied research project on child psychology of no less than seven pages typed, double spaced with citations and bibliography, on a child psychology field study of specific interest to the student, as approved by the instructor. Two copies required (Total - 75 points).
5. Presentation of the approved applied research project completed in #4 the last four weeks of class. The student may use a varied presentation format with or without activities or handouts (Total - 15 points).
6. Documentation/presentation of internet searches related to the theoretical charts on child psychology theories or child development as assigned on the class hybrid website (Total - 10 points).
7. Complete two assessments, one as a “mock” research design and the other as a child development tool as the final, for 25 points each (Total – 50 points).

8. Participate in a collaborative learning experience over text chapters to exhibit knowledge of having read the text.

9. The instructor reserves the right to request papers be redone if not submitted in scholarly format – one week time frame is allowed for work to be redone without point reduction.

10. Up to 25 points will be deducted for late papers not submitted in a timely fashion or for failing to complete contract time for absences.

METHODOLOGY:
Course instruction includes lecture format, hybrid WebCT, selected video, discussion based interaction, collaborative activities, student presentations in an active learning environment. All assignments/assessments enhance critical/creative thinking skills, as well as use of scholarly writing. Both process and “product” are emphasized to enhance student learning.

GRADING STANDARDS:
1. The class grading system will be based on a 200-point total.
   - 200 - 188 = A
   - 187 - 170 = B
   - 169 - 150 = C
   - Below 169 = D
   - Below 130 = F

2. Attendance will be taken each time. Approved makeup work must be contracted as discussed with the instructor for makeup time for any absences in excess due to lack of class participation in activities. Contracts must be signed and approved. The instructor reserves the right to determine the maximum amount of contract time. Failure to complete contract work will result in a 25 point reduction from the class point total.

3. The application papers, projects, and summative final will be evaluated holistically, with attention given to correct grammatical form, spelling, sentence structure, as well as organization to include expression of ideas and application of theories for problem solution. In addition, correctness of citations, bibliography, and APA reference usage is expected.

4. All papers must be typed and scholarly. Internet time is documented on site.

TOPICAL OUTLINE:
WEEK I - II  Read Text Section 1 - HUMAN DEVELOPMENT AND METHODS OF RESEARCH (MOCK RESEARCH DESIGN - 25 pts.)

WEEK III - VI THE THEORIES OF DEVELOPMENT and APPLICATION OF THEORY TO CHILD STUDY (CASE STUDY - 25 pts.)
TOPICS: ATTACHMENT, BONDING, PARENTING, ETC. (PARENTING PAPER - 25 pts.)

WEEK VII - XII Read Text Sections II - VI - OVERVIEW OF CHILD DEVELOPMENT THROUGH ADOLESCENCE (CHILD DEVELOPMENT HYBRID WebCT - 10 pts.)
WEEK XIII - XVI PRESENTATION OF APPLIED RESEARCH PROJECTS.  
(75 pts. & 15 pts.)

WEEK XVI FINAL - CHILD DEVELOPMENT “TOOL”  (25 pts.)

FINAL TYPED FORM OF RESEARCH PROJECT PAPER DUE at time of class presentation (2 copies).

NOTE:  Students should plan to complete the text reading by the tenth week of the semester, for an overview of child psychology.

LAST DATE TO AUDIT / WITHDRAW -- refer to current Casper College Catalog/ Permission of Instructor.

STUDENT RIGHTS & RESPONSIBILITIES:  
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

ADA ACCOMMODATIONS POLICY:  
It is the policy of Casper College to provide accommodations to any student with a documented disability.  If you have need for accommodation in this course, please make an appointment to see me at your earliest convenience.

CHAIN OF COMMAND:  
If you have any problems with this class, you should first contact the instructor in order to solve the problem.  If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

ACADEMIC DISHONESTY:  
Cheating & Plagiarism: Casper College demands intellectual honesty.  Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school.  See the Casper College Student Code of Conduct.

INTEGRITY STATEMENT:  
Assignments, projects, presentations, processes and materials submitted in other courses for points/grades are not acceptable for submission in this course for "weighted" coursework that counts toward the grade and thus the credit received.  Topics and papers in other classes can serve as a "baseline" and expanded, redesigned or adapted into a new project or assignment as a totally NEW assignment.  Please ask the instructor if you need clarification regarding your work.  Duplicate work across courses is not acceptable.  Violation of this "professional" student responsibility will result in NO points for the assignment submitted and thus a grade reduction.

NOTICE OF BACKGROUND CHECK:  
All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.
Ruth Doyle, Ed.D.
Child Psychology Course Requirements

Mock Research Design (25 Points)  

Application 1 - Case Study on Erikson Theory (25 Points)  

Application 2 – Parenting Styles (25 Points)  

Final – Child Development Tool (25 Points)  

Class Site/Internet Searches (10 Points)  

Applied Research Project (75 Points)  

Project Presentation to Class (15 Points)  

TOTAL POSSIBLE – 200 POINTS