CASPER COLLEGE COURSE SYLLABUS

DATE: SUMMER 2006

COURSE NUMBER & TITLE: PSYC 2300 Sections 01 CHILD PSYCHOLOGY

INSTRUCTOR: Dr. Ruth Doyle
Casper College - PS 342 office
125 College Dr.
Casper, WY 82601
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CLASSTIME / ROOM / DAYS: Posted in current C.C. schedule; 3 hours lecture/3 hours credit

GRADING: Letter grade only


SUPPLEMENTARY: A number of psychology journals are available in the Casper College library.
Internet & WWW:
http://www.gasou.edu/psychweb/psychweb.html
This site is chock-full of links to just about anything related to the field of psychology.

http://www.unipissing.ca/psyc/psycsite.htm
This site has a big list of servers and psychology news groups, with links to shareware, areas of research, and random fun home pages.

http://www.gamma.org
This site will link you to the sites of professional associations and journals for research and sources.

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.indiana.edu:80/~iuepsy/psycjump.html (Psychology Jumping Stand)

http://ecuvax.cis.ecu.edu/academics/schdept/psyc/link.htm#G (Psych-Link Directory)

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.

COURSE OBJECTIVES: Students will in thematic units:
1. understand research methodology/design and write a scholarly research design/literature review;

2. use the classroom text as a resource guide for child development;

3. develop assertive/critical thinking skills in a college classroom setting;

4. improve classroom communication/writing/presentation skills;

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 studies 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 activities in class.

3. Complete two child psychology application papers, one as a theoretical case study and the other on parenting styles, for **25 points each** (Total - 50 points).

4. Complete a literature review (only with instructor approval) or a research project on child psychology of no less than seven pages typed, double spaced with citations and bibliography, on a child psychology topic of specific interest to the student, as **approved** by the instructor. Two copies required (Total - 75 points).

5. Presentation of the approved literature review or 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. Spend time in the on-line part of the class examining child psychology theories and child development charts, and going into links. (Total - 10 points).

7. Complete two assessments, one as a “mock” research design and the other as a child development tool (Final- 25 points each).

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 charts and/or 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 20 points will be deducted for late papers.
METHODOLOGY:
Course instruction includes lecture format, 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.
   
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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. Contracts must be signed and approved by Dr. Doyle. 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.

TOPICAL OUTLINE:

WEEK 1 & 2 Read Text Section 1 - HUMAN DEVELOPMENT AND METHODS OF RESEARCH (RESEARCH DESIGN - 25 pts.)

WEEK 3 & 4 THE THEORIES OF DEVELOPMENT and APPLICATION OF THEORY TO CHILD STUDY (CASE STUDY - 25 pts.)

WEEK 5 TOPICS: ATTACHMENT, BONDING, PARENTING, ETC. (PARENTING PAPER – 25 points)

WEEK 6 & 7 Read Text Sections II - VI - OVERVIEW OF CHILD DEVELOPMENT THROUGH ADOLESCENCE

WEEK 8 PRESENTATION OF LITERATURE REVIEW OR RESEARCH PROJECTS. (75 pts. & 15 pts.)

ON-LINE SEARCHES/TIME TO BE COMPLETE. (10 points)

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

FINAL TYPED FORM OF LITERATURE REVIEW OR 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.

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

Dr. Ruth Doyle
Child Psychology Course Requirements

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) 

Searches/Internet Time (10 Points) 

Project or Literature Review (75 Points) 

Project Presentation to Class (15 Points) 

TOTAL POSSIBLE – 200 POINTS