PSYC 2400 Child Psychology: This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence. It emphasizes the major theories of development and the normal development sequence. Students will examine the child's social, cognitive, emotional, and physical development, as
well as contributing biological and environmental factors.

Developing Child by Bee

COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:

1. Define development and describe the goals of developmental psychology.
2. Discuss the role of theories in scientific research.
3. Identify ethical guidelines in conducting research with children.
4. Differentiate between the data collection methods used by developmental psychologists.
5. Assess the strengths and weaknesses of the developmental research designs.
6. Interpret research findings presented in the textbook and/or scientific journal articles.
7. Discuss the ethical guidelines of conducting research with children.
8. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic, biological and ethological theories.
9. Relate the theories to the three issues in child development.
10. Explain the basic principles of hereditary transmission.
11. Outline the major stages of prenatal development.
12. Define "teratogen" and describe the effects of teratogens on prenatal development.
13. Describe the birth process.
14. Describe the newborn and its remarkable skills.
15. Identify patterns of physical growth and motor skill development in the infant and child.
16. Define "cephalocaudal" and "proximodistal" development.
17. Explain the basic learning processes of infancy and childhood.
18. Outline the course of language acquisition.
19. Differentiate between the various theories of language development.
20. Define cognition.
22. State the information-processing theory's position on cognitive development.
23. Identify the major issues concerning the nature of intelligence (e.g. nature vs. nurture, mental retardation etc.)
24. Recognize the various psychometric approaches to intelligence.
25. Articulate the developmental course of attachment and the antecedents and consequences of secure attachment.
26. Define "temperament" and describe the different types of temperament.
27. Describe the theories of emotion.
28. Discuss the role of play in child development.
29. Outline the development of the self-concept.
30. Describe and distinguish between the theories of moral development.
31. Describe the development of sex-role and gender concepts.
32. Discuss the influence of the family system on child development.
33. Distinguish between the various parenting styles and discipline techniques and indicate how they influence child development.
34. Identify and discuss one's own belief about child development.
35. Write a research/response paper.

Description of Assessment and/or Evaluation of Student Learning

INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:
1. Lecture
2. Group Discussions
3. Guest Speakers
4. Videos
5. Observations
6. Student Presentations

SUGGESTED GRADING PROCEDURES:
1. At least three tests/exams (60%-80%) consisting of multiple choice and/or essay will be given.
2. A written assignment consisting of an observational report or
scientific journal critique will be required to assess critical thinking and research interpretation.

# Master Syllabi and Working Syllabi (if both are used)

<table>
<thead>
<tr>
<th>LAKELAND COMMUNITY COLLEGE - COURSE OUTLINE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIGINATION DATE: 08/02/99</td>
</tr>
<tr>
<td>LAST MODIFICATION DATE: 09/19/01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>01/04/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER: PSYC2400</td>
</tr>
<tr>
<td>COURSE TITLE: Child Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>LAB</th>
<th>CLINICAL</th>
<th>TOTAL</th>
<th>OBR MIN</th>
<th>OBR MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>CONTACT HOURS: 3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREREQUISITES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC1500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS &amp; CERTIFICATES FOR WHICH THIS COURSE IS REQUIRED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9660 - HUMAN SERVICES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS &amp; CERTIFICATES FOR WHICH THIS COURSE IS AN ELECTIVE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9000 - Associate of Arts-Transfer</td>
</tr>
<tr>
<td>9099 - TRANSFER MODULE</td>
</tr>
<tr>
<td>9100 - Associate of Science-Transfer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACCEPTED AS TRANSFER CREDIT BY:</th>
</tr>
</thead>
</table>

| RECOMMENDED CLASS SIZE: 35 |
| RATIONALE: CLASS DISCUSSION |

| FREQUENCY OF OFFERING: 3 X YEAR |
| TERMS NORMALLY OFFERED: FALL SPRING SUMMER |

| LAB FEE: NONE |

RATIONALE FOR COURSE:
This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence.

COURSE DESCRIPTION:
This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence. It emphasizes the major theories of development and the normal development sequence. Students will examine the child's social, cognitive, emotional, and physical development, as well as contributing biological and environmental factors.

GENERAL COURSE GOALS:
1. Develop an understanding of the life cycle from birth through late childhood.
2. Present information about developmental psychology, including terminology, theories, concepts, and developmental research methods.
3. Develop critical thinking skills necessary for textbook comprehension and research interpretation.
4. Present the ethical guidelines for conducting research with children.
5. Enable students to apply course information to the field of education, and to parenting.
6. Explore the physical, social, intellectual and emotional developments which occur throughout early life.
7. Encourage students to examine their own beliefs about childhood and child-rearing.
8. Develop students' ability to write a research/response paper.

COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:

1. Define development and describe the goals of developmental psychology.
2. Discuss the role of theories in scientific research.
3. Identify ethical guidelines in conducting research with children.
4. Differentiate between the data collection methods used by
developmental psychologists.
5. Assess the strengths and weaknesses of the developmental research designs.
6. Interpret research findings presented in the textbook and/or scientific journal articles.
7. Discuss the ethical guidelines of conducting research with children.
8. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic, biological and ethological theories.
9. Relate the theories to the three issues in child development.
10. Explain the basic principles of hereditary transmission.
11. Outline the major stages of prenatal development.
12. Define "teratogen" and describe the effects of teratogens on prenatal development.
13. Describe the birth process.
14. Describe the newborn and its remarkable skills.
15. Identify patterns of physical growth and motor skill development in the infant and child.
16. Define "cephalocaudal" and "proximodistal" development.
17. Explain the basic learning processes of infancy and childhood.
18. Outline the course of language acquisition.
19. Differentiate between the various theories of language development.
20. Define cognition.
22. State the information-processing theory's position on cognitive development.
23. Identify the major issues concerning the nature of intelligence (e.g. nature vs. nurture, mental retardation etc.)
24. Recognize the various psychometric approaches to intelligence.
25. Articulate the developmental course of attachment and the antecedents and consequences of secure attachment.
26. Define "temperament" and describe the different types of temperament.
27. Describe the theories of emotion.
28. Discuss the role of play in child development.
29. Outline the development of the self-concept.
30. Describe and distinguish between the theories of moral development.
31. Describe the development of sex-role and gender concepts.
32. Discuss the influence of the family system on child development.
33. Distinguish between the various parenting styles and discipline techniques and indicate how they influence child development.
34. Identify and discuss one's own belief about child development.
35. Write a research/response paper.
COURSE OUTLINE:

I.  Theories of Human Development
   A.  Biological Theories
   B.  Behavior Theories
   C.  Psychoanalytic Theories
   D.  Cognitive Theories
   E.  Ethological Theories
   F.  Issues in Development
      1.  Nature vs. Nurture
      2.  Qualitative vs. Quantitative Development
      3.  Active vs. Passive Child

II.  Research Methods in Child Development
    A.  Developmental Research Designs
       1.  Longitudinal Design
       2.  Cross-sectional Design
       3.  Sequential Design
    B.  Methods of Data Collection
       1.  Observation
       2.  Survey/Interview
       3.  Case Study
    C.  Experimental vs. Correlational Research
    D.  Ethical considerations in research with children

III.  The Beginnings of Life
      A.  Prenatal Development
         1.  Genetic Influences
         2.  Intrauterine Development
      B.  Birth and the Neonate
         1.  Stages of Labor
         2.  The Neonate

IV.  Cognitive Development
     A.  Theories of Cognitive Development
     B.  Intelligence and Psychometrics

V.  Language Development
    A.  Theories of Language Development
    B.  Natural Sequence of Language Acquisition

VI.  Personality Development
     A.  Self-Concept Development
     B.  Gender Development
     C.  Temperament

VII.  Social/Emotional Development
      A.  Attachment Theory
      B.  Moral Development, Altruism and Prosocial Behavior
      C.  Social Cognition

VIII. Contexts for Development
     A.  The Child Within the Family System
        1.  Styles of Parenting
        2.  Discipline
B. Influences Beyond the Family
   1. Day Care
   2. Schools
   3. Peers
   4. Media
   5. Socioeconomic Factors

INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:
   1. Lecture
   2. Group Discussions
   3. Guest Speakers
   4. Videos
   5. Observations
   6. Student Presentations

SUGGESTED GRADING PROCEDURES:
   1. At least three tests/exams (60%-80%) consisting of multiple choice
      and/or essay will be given.
   2. A written assignment consisting of an observational report or scientific journal critique will be required to assess critical thinking and research interpretation.

SUGGESTED COURSE EVALUATION PROCEDURE:
   Standard departmental student evaluations and faculty evaluations will be used.
14. Draw Conclusions

---

*** COMMUNICATION SKILLS ***

---

15. Speak Clearly and Effectively

---

16. Read with Comprehension

---

17. Write Clearly & Effectively in Standard English

---

18. Work Effectively in Groups

---

19. Listen Actively and with Understanding

---

20. Practice Effective Interpersonal Skills

---

21. Interpret/Use Graphic Communication

---

22. Use Technology-Based Communication

---

Methods of Assessment codes:

---

1. Test/Examination  | 4. Collaborative Writing  | 7. Portfolio

2. Homework/Written  | 5. Oral Presentation  | 8. Demonstration of

| Assignment  |  | Skills

Additional Documentation

<table>
<thead>
<tr>
<th>OBR Use</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Additional Information Requested</td>
<td></td>
</tr>
<tr>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>