

Middlesex Community College

Course Syllabus

Semester: Spring 2016

Course Number: PSY 204

Course Title: Child & Adolescent Development

CRN: 1376

Course Duration: Thursday, January 21 to Monday, May 16, 2016

Credit Hours: 3 credits

Department: Social Science

Instructor: Dr. Yi Guan-Raczkowski

Course Location: Online – Blackboard Learn

Course Prerequisites: PSY 111

Meeting Time (days/hours): This is a distance learning course, and you are required to log on weekly to complete class assignments. Check “Announcement” and “Mail” when you log on to the course.

Scope of Course

This course will examine childhood from conception through adolescence, with an emphasis on the areas of emotional, social, cognitive, language, and physical development. This is a required course for the Early Childhood Education Associate’s Degree program, the Juvenile Justice Certificate Program, and a directed psychology elective for the Human Services Associate’s Degree program. It is often required for nursing students and those seeking education certification. In addition, this course serves as a useful social science or psychology transfer course.

Textbook:

Martorell, G. A., Papalia, D. E. and Feldman, R. D. (2014). A Child’s World: Infancy Through Adolescence. (13th ed.). McGraw Hill publisher

ISBN:

Online Textbook Companion Web Site:

<http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0078035430>

Office Location/Hours: Founders Hall 131A, Mon-Fri 8:30 am – 4:30 pm

Phone: (860) 343 - 5783

Email: Blackboard internal mail, labeled as “Messages” in Course Menu.
Use yguan@mxcc.commnet.edu only when you are unable to access Blackboard site.

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down to College Email section)

Class Participation: According to the Course Outline in the syllabus, you are required to log on several times a week and complete assignments, view announcements or check Messages (Mail) in Blackboard. For chapter discussion questions, **the initial message responding to chapter questions are due midnight, Saturday of the week. The response to another student is due midnight, Sunday of the week.** Midterm exam, final exam, and research paper are due midnight, Sunday of the week. Late submission of assignments will be penalized.

Class Cancellation Policy: Not applicable

Course Objectives:

Upon completion of this course, the student will have a greater understanding and appreciation of:

1. the key theoretical perspectives pertaining to child and adolescent development;
2. the methodology and function of scientific research in the area of childhood and adolescent development;
3. the psychosocial, cognitive, and physical developmental milestones in childhood and adolescent development;
4. the developing child within the context of his/her sociocultural environment;
5. the genetic and environmental factors which have an impact on the developing child;
6. abnormalities in development;
7. clinical interventions and services for children, adolescents, and families;
8. the applicability of what we learn to our personal and professional lives.

Competence/Assessment

Competence will be demonstrated in each chapter by:

- Weekly Assigned Readings

- Chapter Discussions
- Chapter Summary
- Examination
- Research Paper with Observation and Interview Component

Course Requirements and Evaluation Methods

Chapter Discussions	255 points – 25.55%
Chapter Summary	255 points – 25.5%
Exams	260 points – 26%
Research Paper	200 points – 20%
SmarterMeasure Test	20 points – 2%
Introduction Discussion	10 points – 1%
Total	1000 points -100%

Chapter Discussions

In each learning unit, you will answer a set of questions relating to the assigned chapters on the chapter discussion board. In each chapter assigned in the learning unit, choose a set of questions from “What’s Your View” in the textbook. Write the questions of your choice in each chapter and answer the questions. Then respond to at least ONE student’s answer (different set of questions from your choice). Each discussion assignment for a chapter is worth 15 points. The length of a discussion assignment is about two pages, 400 - 600 words and your response to a student can be 100 to 150 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references](#). Refer to the discussion rubrics file in Week 3 Learning Module in Blackboard for how your discussion assignment is evaluated. **The initial message responding to chapter questions is due midnight, Saturday of the week. The response to a student’s initial message is due midnight, Sunday of the week.**

Chapter Summary

The purpose of this assignment is to help you better understand basic concepts in child and adolescent development. In each learning unit, you will write a summary for the chapters assigned. The summary includes what you have learned based on a “Guideposts for Study”, one from each chapter as well as how the learning relates to your personal experience. The Guideposts for Study of a chapter can be found in the beginning of a chapter in the textbook. You will choose one Guidepost in a chapter, answer the questions in well elaborated form and then discuss how the learning relates to your personal experience. Please be aware that you should not directly copy the summary from the textbook for a Guidepost. You will write in your own words about what you learned and how the learning relates to your experiences. The

summary will be posted on the Discussion Board, on a unit summary board. You are also asked to respond to a summary (different Guideposts of your choice) posted by a student. The length of the summary is about two to three pages, 400 -600 words and your response to a student can be 100 to 150 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. Refer to the Chapter Summary Rubrics file in Week 2 Learning Module in Blackboard for how your summary assignment is evaluated. A chapter summary is worth 15 points. The chapter summary is due midnight, Saturday of the week when the learning unit is assigned. The response to another student is due midnight, Sunday of the week.

Research Paper with observation/interview component:

Each student will choose a topic in the field of childhood/adolescence development that is of personal interest. This will be a combination of research and field work/experience.

Step 1: Choose a topic: for example, *cognitive development during infancy*.

Step 2: Research your topic. Great journal articles can be found via the college library databases and over the internet. You must have at least four scholarly resources. Do not solely rely on informational web-sites for your research; this is not considered scholarly research. Your textbook, wikipedia, or an encyclopedia cannot be considered as one of your major research sources.

Step 3: Depending on your topic, you will then either observe a child, (or children,) **or** you will interview an adolescent. Students in Early Childhood Education are required to observe a child (or children). Your observation or interview serves as documentation to support the research you are doing. For example, if you are researching *cognitive development during infancy*, you would observe an infant and compare the infant's cognitive milestones with the findings of your research. **Please note: you may use your own children or relatives to observe for this assignment.**

Step 4: Write your paper. Your paper needs to be 7-10 pages, Time New Roman, 12, double-spaced. Given that this is a college level paper, you must appropriately cite your resources. Use the APA standard of citation and references. Make sure you proof your paper for spelling and grammatical errors prior to submission. Do not merely rely on your computer's ability to check for spelling and grammatical errors. It is only a machine and is not fool-proof. You need to review it carefully prior to submission.

This research paper is worth 200 points.

Exams

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions. The schedule of the exams is listed in the Course Outline. All exams are open book and you are given 5 hours to complete after you have started the exam, although in an average,

you only need 2 hours. Each exam is worth 130 points. When you take an exam, be sure to click on **Save Answer** button under **EVERY** question you have answered.

SmarterMeasure Assessment

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and weaknesses (yellow or red on the bar chart). Especially, in the weak areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Sunday, January 24th**. This assignment is worth 20 points.

<u>Grading Table</u>	
A	930 - 1000
A-	880 - 929
B+	850 - 879
B	820 - 849
B-	780 - 819
C+	750 - 779
C	720 - 749
C-	680 - 719
D+	650-679
D	620-649
D-	580-619
F	579

Attention for Mobile Users

You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. In your device and download it for free. Open the app and search for “Connecticut Community Colleges” log in page. You will log in with your 8-digit ID and password. Some course content

as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Course Outline

Weeks	Reading Assignments	Assignments
Week 1, 1/21 – 1/24 - A short week to help you get started.	Preparation and Orientation	Discussions - Introduction – Due 1/24 - SmarterMeasure Test – Due 1/24 - College email setup – Due 1/24
Week 2, 1/25 – 1/30 Week 3, 2/1/30- 2/7	Unit 1 Entering a Child’s World Chapter 1 Studying a Child’s World Chapter 2 A Child’s World: How We Discover It?	Discussions- Summary- Chapters 1 & 2 – Due 1/30 Discussions - Chapters 1& 2 – Due 2/7
Week 4, 2/8 – 2/14 Week 5, 2/15 - 2/21	Unit 2 Beginnings Chapter 3: Forming a New Life: Conception, Heredity, and Environment Chapter 4: Pregnancy and Prenatal Development Chapter 5: Birth and the Newborn Baby	Discussions – Summary - Chapters 3, 4 & 5 – Due 2/14 Discussions - Chapters 3, 4, & 5 – Due 2/21
Week 6, 2/22 – 2/28 Week 7, 2/29 - 3/6	Unit 3 Infancy and Toddlerhood Chapter 6: Physical Development and Health During the First Three Years Chapter 7: Cognitive Development during the First Three Years	Discussions -Summary Chapters 6, 7 & 8 – Due 2/28 Discussions - Chapters 6, 7, & 8 – Due 3/6

	Chapter 8: Psychosocial Development during the First Three Years	
Week 8, 3/7 - 3/13	Midterm Exam	Midterm Exam – Units 1, 2, & 3 (Chapters 1-8) Available from 3/10 to 3/13. Research Paper Topic.
Week 9, 3/14 - 3/20 (3/21 -3/27- Spring Break) Week 10, 3/28 – 4/3	Unit 4 Early Childhood Chapter 9: Physical Development and Health in Early Childhood Chapter 10: Cognitive Development in Early Childhood Chapter 11: Psychosocial Development in Early Childhood	Discussions -Summary Chapters 9, 10 & 11 – Due 3/20 Discussions - Chapters 9, 10, & 11 – Due 4/3 Research Paper topic with an outline – Due 4/3
Week 11, 4/4 - 4/10 Week 12, 4/11 - 4/17	Unit 5 Middle Childhood Chapter 12: Physical Development and Health in Middle Childhood Chapter 13: Cognitive Development in Middle Childhood Chapter 14: Psychosocial Development in Middle Childhood	Discussions - Summary Chapter 12, 13 & 14 – Due 4/10 Discussions - Chapter 12, 13 & 14 – Due 4/17 Wednesday April 13th (4:30pm) is the last day to officially withdraw from this course. After this time/date, your grade stays as it is.
Week 13, 4/18–4/24	Research Paper	Research Paper Due April 24th
Week 14, 4/25 - 5/1 Week 15, 5/2 - 5/8	Unit 6 Adolescence Chapter 15: Physical Development and Health in Adolescence Chapter 16: Cognitive Development	Discussions – Summary Chapters 15, 16, & 17 – Due 5/1 Discussions – Chapters 15, 16, & 17 – Due 5/8

	in Adolescence Chapter 17: Psychosocial Development in Adolescence	Course Evaluation
Week 16, 5/9 - 5/15	Wrap- up and prepare for the Final Exam. Final Grade will be available in the evening of Thursday, May 19th in Student Self-Service via MyCommNet.	Review Chapters 9 – 17 and prepare for the Final Exam. Final Exam (Chapters 9 - 17 and APA Style) Final Exam will be available 5/13 to 5/17

ADA Accommodations Statement

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Use of Computing Resources

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will

receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

Middlesex Community College

Core Competencies

1) **Communication Skills:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

2) **Conceptual Skills / Critical Thinking Skills:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3) **Quantitative Reasoning:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4) **Technological Literacy:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5) **Information Literacy:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6) **Aesthetic Perspective:** The most elusive area in a well rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7) **Understanding of Diversity:** Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8) **Values, ethics, and responsible citizenship:** Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at

<http://mxcc.edu/catalog/syllabus-policies>

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome Desk qfordham@mxcc.edu; 203-608-3011