

College Name: Middlesex Community College

Title: Course Syllabus

Semester: Summer 2017

Course Number: PSY 204

Course Title: Child & Adolescent Development

CRN: 2109

Course Duration: Wednesday July 5, 2017-Tuesday August 8, 2017

Credit Hours: 3 credits

Department: Social Science

Instructor: Dr. Ijego Nwachuku

Course Location: Online – Blackboard Learn

Course Prerequisites: ENG 101 & PSY 111

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

Course Description:

This course will examine childhood from conception through adolescence, with emphasis on the areas of emotional, social, cognitive, language, and physical development. ***Prerequisites:*** ENG 101 & PSY 111

Note:

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.

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: 978007803543

Online Textbook Companion Web Site:

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

Phone: (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any “text” messages.

Email: Always use Blackboard internal mail, labeled as “Mails” in Course Menu. Use my official email only when you are unable to access Blackboard site,

inwachuku@mxcc.commnet.edu.

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 mail (Messages) in Blackboard. For chapter discussion questions, ***the initial message responding to chapter questions are due 11:59pm, Saturday of the week. The response to another student is due 11:59pm, Sunday of the week.*** Exams and research paper are due 11:59pm, Sunday of the week. Late submission of assignments will be penalized. Under extraneous circumstances such as

illness, family emergency, Blackboard failure, or power outage, late assignment will be accepted within one week after its due date. An assignment submitted **TWO weeks** after its due date will not be accepted. A habitual late submission of assignments will not be accepted under any circumstances.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Examine the key theoretical perspectives pertaining to child and adolescent development and apply them in their individual and group activities.
2. Explore and discuss the methodology and function of scientific research in the area of early childhood and adolescent development.
3. Examine and describe different stages of development (Prenatal, Infant/Toddler, Preschool, Middle Childhood and Adolescent stages)
4. Analyze and create the similarities and differences amongst the different developmental stages using different media eg. Venn-Diagrams, artifacts, pictures, PowerPoints, etc.
5. Explore the developmental domains (psychosocial, cognitive, and physical development) in childhood and adolescent development.
6. Examine the genetic and environmental factors which have an impacts on the developing child.
7. Explore diversity issues in all learners (culture, abilities, and disabilities) within the context of socio-cultural environment.
8. Apply what they learned to their personal and professional lives.

Course Outcomes:

The goal of this course (PSY 204) is to help students to build competency in children's development. Below are the course outcomes to support the course overall goal:

1. Understand the stages of child development and how they relate to the developmental domains.
2. Demonstrate the understanding of young children's characteristics, needs and interests using research-based information.
3. Learn children's challenging behaviors and how they affects the child's development and learning.
4. Study all developmental areas (emotional, social, cognitive, language, and physical development)
5. Have an understanding of different developmental theorists and their impact on children's development.
6. Develop an understanding of family and community characteristics and the ways to involve both groups in the growth and development of children.

Course Format:

This is an online class and as a result, weekly active discussion, participation, completion of work and exams are all very crucial for success in this class. Each counts as part of students' grades. We will be using course textbook and written materials in the form of Modules. Success in this class requires students' organization of their time and responding appropriately and always making sound and respectful responses to each other's postings. Each week different Module will be posted and opened. Every week begins on Monday at midnight and ends Sunday at 11:59pm.

NOTE: As I stated earlier, in case you are taking other classes with me this semester, do not post concerns or questions from other courses to this Course Discussion Forum. Understand that every online course is different and this course is not an exception. To succeed and be able to complete your work each week, you need between 9-12 hours each week. Please plan appropriately with your time, job and even the type of the technology available for you in completing this course.

Competence/Assessment:

These will be demonstrated in each chapter by:

Weekly Assigned Readings

Chapter Discussions

Examination

PowerPoint Research Presentation with Observation or Interview Component

COURSE REQUIREMENTS/EVALUATIONS TABLES

My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Self-Introduction on Discussion Board	2.5%	25	
SmarterMeasure Test on Discussion Board	2.5%	25	
5 Discussions & Responses (300/5 = 60 points each)	30%	300	
PowerPoint Research Presentation & Responses	35%	350	
Exam #1-----chapters 1-11	15%	150	
Final Exam-----chapters 12-17	15%	150	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000
A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000
B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

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 60 points. The length of your answer to a set of discussion questions in a chapter is about one or two pages, 500 words and your response to a student can be 250 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 below and** Learning Module in Blackboard for how your discussion assignment is evaluated. Make sure you proof read your work for grammatical errors and typos. **The initial message responding to chapter questions is due 11:59pm, Saturday of the week. The response to a student’s initial message is due 11:59pm, Sunday of the week.**

DISCUSSION GRADING RUBRIC: The purpose of this rubric is to measure individual student’s Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.				
Items	3	2	1	Total
Initial Posting 30 points.	Provided complete details & explanations in an organized manner using complete sentences for the Discussion Question addressed in the discussion assignment. Complied with all Discussion Board requirements per syllabus. 27-30 pts.	Provided details & explanations in an organized manner using complete sentences for the Discussion Question. Complied with most weekly requirements per syllabus. 21-26 pts	Details & explanations were very limited but writing was organized for some of the discussion question. Did not comply fully with Discussion Board requirements per syllabus. 20 or less pts.	
Response 15 points	Responded to at least ONE message with clear and meaningful explanations. 15 pts	Responded to at least ONE messages with moderate explanations. 7 pts	Did not respond to another student’s message. 0 point	
Spelling & Grammar 10 pts	0-3 errors 10 pts	4-6_errors 5 pts	>6 errors 2 pts	
Overall Posts 5 points	Clear and well organized 5 pts	Moderately organized 3 pts.	Not organized 1 pts	

PowerPoint Research with observation/interview component (350 points):

Step I (20 points)

This will be a combination of research and field work/experience. Each student will choose and submit a topic that is of personal interest. The choice will be from any of the following areas and from any chapter indicating: Category (**Around The World, The Everyday World, & The Research world**), Article Title, Chapter, and Pages (see course textbook and sample below):

Example:

Category: The Everyday World

Article Title: Fetal Welfare Versus Mother's Rights

Chapter: 4

Pages: 106-107

Selected Topic due – 7/16/17

Step II (50 points)

Give an overview of the topic (Article) from the course textbook (This will form the baseline information for your research paper). This should be at least 2-3 slides

Step III (50 points)

Research your topic/Conduct literature review of your topic. Great journal articles can be found via the college library databases and over the internet. You must have at least five scholarly resources. These resources MUST be found from MxCC library databases or officially published book (not self-published books on Internet). Do not solely rely on informational web-sites for your research; this is not considered scholarly research. Wikipedia, Internet based web pages or an encyclopedia cannot be considered as one of your major five research sources. You are free to use your course textbook as extra resource but not counted as one of the five. APA guides found here: Mxcc.libguides.com/apa.

Step IV (100 points)

Use observation or interview to get more information related to your topic after your literature review. Using observation or interview depends on group topic of choice. Please submit signed observation sheet at completion or submit your interview questions and responses separately from your PowerPoint slides. **See observation sign-in sheet on page 12.**

Depending on your topic, you will either observe a child (or children) or 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. **Please note:** *You may use your own children or relatives to observe or interview for this assignment.*

Step V (100 points)

Develop your slides. Compared your findings from Steps II – IV. Final PowerPoint must be at **least 25 slides excluding background information slide** (indicating category, article title, chapter, pages, group members names & number, course code & name, submission date, Instructor's name (**all in slide #1**) and reference slide (**all in slide #27**). Slides 2-26 should consist of the topic overview based on the information provided on the text; discuss/report your findings from literature, reflect how you have applied the key concepts from chapter readings and literature reviews. Given that this is a college level research, you must appropriately cite your resources. Use the APA standard of citation and references. Make sure you proof your work for spelling and grammatical errors prior to submission. Do not merely rely on your

computer's ability to check for spelling and grammatical errors. Remember it is only a machine. So you need to review your paper carefully prior to submission. Please be creative with your slides. Slides should not be over crowded, must be clear with readable colors that can be seen; font should be sizable; make sure you caption all artifacts, pictures, etc. Post final PowerPoint slides at the appropriate link.

Step VI (30 points)

Post final PowerPoint slides at the appropriate link. Read and comment on at least ONE student's research different from your topic. Response should be at least 200 words.

RESEARCH POWERPOINT PROJECT RUBRIC				
Steps	Met Expectation 3	Somewhat Met Expectation 2	Expectation Unmet 1	Total
Step I 20pts	Followed the set up and posted topic on due date 20 pts	Followed the set up but posted topic late 15 pts	Did not follow the set up and posted topic late 5 pts	
Step II 50 pts	Overview of the topic from the course textbook clearly presented and very informative 50 pts	Overview of the topic from the course textbook presented but somewhat information 35 pts	Overview of the topic from the course textbook presented but not informative 10 pts	
Step III 50 pts	Conducted literature review in a clear detail understanding with APA reference set up. 50 pts.	Conduct literature review in an understandable way with somewhat APA reference set up 35 pts.	Conduct literature review shows non understanding in APA reference set up 10 pts.	
Step IV 100 pts	Signed observation time sheets completed or submitted meaningful interview questionnaire and responses separately 90-100 pts	Observation time sheets completed but missing some parts of signed sheets or submitted less meaningful interview questionnaire responses separately 75 pts	Did not complete observation or interview for the research 0 pts	
Step V 100 pts	Followed directions and completed at least 27 slides. Compared findings from Steps II – IV in a very meaningful way. 100 pts	Followed directions and at least completed about 23 slides. Somewhat compared findings from Steps II-IV in a meaningful way. 80 pts	Followed directions and completed about ≤ 20 slides. Did not or compared findings in meaningful way. 50 pts	
Step VI 30 pts	Posted final PowerPoint slides on due date. Slides not over crowded with readable colors. Read and commented meaningfully on ONE student's report 30 pts	Posted final PowerPoint slides late. Slides somewhat over crowded but with readable colors. Read and commented meaningfully on ONE student's report 25 pts	Posted final PowerPoint slides late. Slides over crowded with unreadable colors. Did not comment on ONE student's report 5 pts	

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 1-2 hours. Each exam is worth 150 points. When you take an exam, be sure to **ALWAYS** click on Save the 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 challenges/weaknesses (yellow or red on the bar chart). Especially, in the weak/challenge 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 **Wednesday, July 7th. This assignment is worth 25 points.**

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."

Summer 2017 Psy 204 Course Outline

Weeks/Dates	Reading Assignments	Assignments
Preparation Week 6/26-7/4	Preparation and Orientation Search for Research topic	SmarterMeasure Test Introduce self
Week 1 7/5-7/9	Unit 1 Entering a Child’s World Chapter 1 Studying a Child’s World Chapter 2 A Child’s World: How We Discover It? Unit 2 Beginnings Chapter 3: Forming a New Life: Conception, Heredity, and Environment Chapter 4: Pregnancy and Prenatal Development	Discussions Questions- Chapters 1, 2,3 & 4 – Due 7/9 Search for Research topic
Week 2 7/10-7/16	Unit 2 Beginnings Chapter 5: Birth and the Newborn Baby 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 Chapter 8: Psychosocial Development during the First Three Years	Discussions Questions- Chapters 5,6,7 & 8 – Due 7/16 PowerPoint Research Presentation Topic – Due 7/16
Week 3 7/17-7/23	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 Questions- Chapters 9, 10, & 11 – Due 7/23 Exam #1 (Chapters1 -11) due 7/23
Week 4 7/24-7/30	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 Questions- Chapter 12, 13 & 14 – Due 7/30
Weeks 5 7/31-8/6	Unit 6 Adolescence Chapter 15: Physical Development and Health in Adolescence Chapter 16: Cognitive Development in Adolescence Chapter 17: Psychosocial Development in Adolescence	Wrap- up, review Chapters 9 – 17 and prepare for the Final Exam. PowerPoint Research Presentation - Due 8/6
Week 6 8/7-8/8	Final Exam (Chapters 12 -17)	Final Exam (Chapters 12 -17) due 8/8

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

@@

INSTRUCTOR: Dr. Ijey Nwachuku
COURSE NUMBER/TITLE: PSY 204 – Child and Adolescent Development
PURPOSE: Field Observation Placement Time Sheet/Activities Summer 2017
COLLEGE: Middlesex Community College, Middletown

STUDENT NAME _____

SUPERVISING TEACHER'S NAME _____

SCHOOL/PROGRAM NAME/ADDRESS/PHONE _____

(Neatly list **ONLY** all the daily activities observed and participated in. Do not describe children's activities here).

DATE	TIME	DAILY ACTIVITIES OBSERVED/PARTICIPATED (Example)
8/30/17	7:30-:800am	Arrival: Ushered & greeted children and parents during arrival.

Once the observations are completed and before you leave the center for the last time, be sure to thank staff in writing and ask the Supervising Teacher to attest to the following:

TOTAL # OF HOURS: _____

STUDENT'S SIGNATURE _____

SUPERVISING TEACHER'S SIGNATURE _____ DATE _____

This form can only be used if you will be doing any observation for your group research project. In case your group conducts any interview, please you must submit both your questionnaire and responses with the final paper.