College Name: Middlesex Community College   **Title:** Course Syllabus   **Semester:** Summer 2018
Course Number: PSY 204   **Course Title:** Child & Adolescent Development   **CRN:** 2045
Course Duration: Wednesday July 5, 2017-Tueday August 9, 2017   **Credit Hours:** 3 credits
Department: Social Science   **Instructor:** Dr. Ijego Nwachuku   **Course Location:** Online
Course Prerequisites: ENG 101 & PSY 111
Meeting Time (days/hours):   This is a distance learning course and students are required to log on daily/weekly to complete class assignments. Check "Announcement", Q & A and "Course Messages" each time you log on to the course.
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 "Course Messages" 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.

I. 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.

II. 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

III. 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.

IV. 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.

V. COURSE REQUIREMENTS- OVERVIEW:
1. Course materials will be delivered via Blackboard and will enable student to complete their academic work in a flexible manner, completely online. The course is broken down into 4 units:
   Unit #1: Chapters #1-5
   Unit #2: Chapters #6-9
   Unit #3: Chapters #10-13
   Unit #4: Chapters #14-17
   One unit will be completed each week.
2. The "lectures" for this course consist of PowerPoint presentations. PowerPoint presentations will be posted on Blackboard for students to access. It is strongly recommended that students read the PowerPoints.

3. You must contact the instructor **in advance** if you have a good reason to miss an assignment or exam. **Only students with a prearranged absence will be permitted to make up assignments or exams**.
4. Reading assignments must be completed before completing the discussion forum. Questions may be posted on the discussion forum to assure that the readings have been completed, the materials understood, and to stimulate class discussion.
5. Assignments must be turned in on time. **Late work will not be accepted**.
6. Your final grade is on 1000 points. See table below

COURSE REQUIREMENTS/EVALUATIONS TABLES - My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Self-Introduction on Discussion Board	5%	50	
4 Discussions, Responses & Reflection (300/4 = 75 points each)	30%	300	
Research Project	25%	250	
Exam #1-----------chapters 1-5	10%	100	
Exam #2-----------chapters 6-9	10%	100	
Exam #3-----------chapters 10-13	10%	100	
Exam #4-----------chapters 14-17	10%	100	
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

Course Requirements Descriptions(From Grade table Above)
VI. Self-Introduction (50 points)
1. Tell us a about yourself, why you are in school, why you are taking this course. Share something of interesting about yourself such as hobbies, places traveled, languages spoken, food likes/dislikes, etc. (about ½ a page)
2. What is your major and academic goals?
3. What has been your experience with children?
4. What do you expect to learn from this class and how do you plan to achieve your goal from this class?

5. Where do you see yourself in the next 3 years or after you graduate from MxCC?
This introduction assignment is due on discussion board by **Sunday June 3, 2018.**

<mark>**VII. Weekly Unit Discussions (75 points each)**</mark>
The discussion boards consist of different unit question topics and unit reflections each week. The questions can be hypothetical scenarios, real scenario or both. Students should summarize, analyze, apply and then answer the questions being asked. The purpose of this assignment is to help students better understand basic concepts in child and adolescent development. The main goal and objective of these activity were to help students to utilize critical thinking skills and apply information that they are learning from the course.

Each week, there will be questions posted for each discussion forum. Each discussion forum will contain 3-5 question scenarios. Students will select one question and write a response. The questions are *always* located in Blackboard within each discussion. Students must complete *all 4* units forum discussions.

The **unit reflection** requires students to *"Describe what they learn from each unit and its application to their field of study."*

Each student will post his/her individual response to the questions and reflection on the Discussion Board by 11:59 pm on Wednesdays. *Late submission will not be accepted.*

Students will interact with other students in the course by posting questions and addressing the initial posts of **TWO** other course students. Response posts are due by Sunday at 11:59 pm. These responses must be informative and contribute to the advancing knowledge of the topic. Close-ended remarks such as "Good job," "I love your post" or "nice post," are not acceptable.

Initial Post Requirements (30 pts):
- Each week's *Unit discussion issues & questions* opens Saturdays at 12:00 am
- **Due Wednesdays**
- 250 words in length – no more no less (refers only to the body of your response)
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure
- Supported by Two Scholarly Sources – one will be the course textbook and the second is your free choice.
- **In text citations and references required**
    - **(Use APA Style Guide for in-text citation and the list of references)**
- Plagiarism and proper citations rules must be followed.

Unit Reflection Posts (30 pts):
- **Due Wednesdays**
- Select any one of the Specific Unit Objectives (in a question format) on pages 7-9. You are to describe what you learned and reflect on its applications to your field of study.
- 250 words in length
- **Post at the same time and under Initial Post. You will lose 30 points for not posting. (Do Not post as a separate file)**

- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure

Response Posts Requirements (15 Pts):
- **Due Sundays**
- Respond to at least **TWO** course mates' initial posts.
- Each post must be at least 150 words in length.
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure

Student are expected to adhere to the Netiquette Guide as well as the Discussion Grading Rubric when posting to the discussion board.

DISCUSSIONS 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 to another student work must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.

Items	Met/Exceeded Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Initial Post 30 pts due Wed. 11:59pm	Provided detail & very informative responses to the selected question with clear references from the course textbook and others. **27-30 pts.**	Provided good responses to the selected question with references from the course textbook & others. 21-2**6 pts.**	Provided some responses to selected question but no references from book or others. **<20 pts**	
Reflection Post 30 pts due Wed. 11:59pm	Provided detailed clear reflection summary & covered 90-100% of the selected Objective Section so that another student will be able to understand it. **27-30 pts.**	Provided detailed clear reflection summary & covered 75-89% of the selected Objective Section so that another student will be able to understand it. 21-2**6 pts.**	Provided some clear reflection summary & covered <75% of the selected Objective Section so that another student will be able to understand it **<20 pts**	
Response 15 pts due Sunday 11:59pm	Provided meaningful response to at least TWO student's initial post with clear explanations. **13-15 pts**	Provided some meaningful response to at least TWO student's initial post with moderate explanations. **10-12 pts**	Responded to ONE or no student's initial post **0-9 pts**	

XIII. Research Paper with observation/interview component (250 Points):

Each student will choose a topic in the field of childhood through adolescence development that is of personal interest. The goal of this assignment is two-fold: to be exposed to scientific research and to develop evaluative thinking skills. Choose a topic* pertinent to lifespan development that picks your curiosity or is personally meaningful. As students of psychology, we are engaged in a continuous cycle of questioning current knowledge and testing new ideas. To complete this assignment, follow the instructions and the format given by the Professor. (See the next few pages). *Late papers will not be accepted and student will receive zero points for the paper. In addition, any indications of plagiarism will automatically receive zero points.* Remember, this is a combination of research and field work/experience.

Step I: Choose a topic and develop an outline. *Below on page 15 you will find several research topic samples.* With these examples, you are free to formulate your own topics of interest and outline.

Step II: Research your topic with at least 3 related theorists (See grading rubric). Great research references and journal articles can be found via MxCC library databases or officially published book (not self-published books on Internet). *Look for Joy Hansen's reference tutorial on course Blackboard.* You must have at least five scholarly resources. 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 but are regarded as extra but also important.

Step III: Depending on your topic, you will either observe a child, (or children,) **or** interview an adolescent and/or parents/relatives**. Students in Early Childhood Education** are required to observe a child or children not just interview. Your observation or interview serves as a 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, siblings or relatives to observe for this assignment but if possible for ECE Students preferably in a childcare setting.*

Step IV: Write your paper. Your paper needs to be 8 pages excluding cover and reference pages, paper font size should be 12 and 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 (APA guides found here: **Mxcc.libguides.com/apa). Look for Joy Hansen's reference tutorial on course Blackboard.** Make sure you proof read your paper for spelling and grammatical errors prior to submission. Do not merely rely on your computer's ability to check for these errors. It is only a machine and is not fool-proof. *See Research Paper with Observation/Interview Component Rubric below*

Research Paper with Observation/Interview Component Rubric				
Steps	Met/Exceeded Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Research Topic & outline 30 pts.	Posted clear research paper topic & brief outline on due date. **27-30 pts**	Posted clear research paper topic & brief outline 2 days late 21-2**6 pts**	Did not post research paper topic & brief outline <u><20</u> **pts**	
Research Theorists & Literature Reviewed 60 points	Conducted literature review in a clear detail understanding (clearly presented and very informative). Discussed and summarized at least 3-4 research theories on the topic **54-60 pts.**	Conducted literature review in an understandable way (somewhat clearly presented & informative). Discussed and summarized about 2 research theories on the topic. **43-53 pts.**	Conducted literature review but shows no understanding. Discussed and summarized only 1 or no research theories on the topic. **0-42pts.**	
Time Sheet/ Questionnaire with Observation or Interview Summary. 60 pts	Submitted completed signed observation time sheets or meaningful interview questionnaire and responses separately. Summarized observation or interview with detailed information on the topic **54-60 pts.**	Submitted unsigned observation time sheets or somewhat meaningful interview questionnaire & responses separately. Somewhat summarized observation or interview with clear information on the topic**. 43-53 pts.**	Did not submit any observation time sheets or meaningful interview questionnaire and responses separately. Did not summarize observation or interview with detailed information on the topic **0-42pts.**	
Observation or Interview & literature Comparison. 60 points	Clearly compared the milestones in the observation or interview with the findings on theories & literature researched with great understanding. **54-60 pts.**	Compared the milestones in the observation or interview with the findings on theories researched with much understanding. **43-53 pts.**	Did not show much understanding on how to compare the milestones in the observation or interview with theories researched. **0-42pts.**	
Research Paper Conclusion 30pts	Very clear & informative conclusion of research **27-30 pts**	Understandable conclusion of research 21-2**6 pts**	Research conclusion not clear. <u><20</u> **pts.**	
Overall project 10 points	Final project organization, clarity, coherence, spelling/grammar, APA style citations clearly followed & submitted on due date. **8-10 pts.**	Mostly followed final project organization, clarity, coherence, spelling/grammar, APA style citations but submitted 2 days late. **6-7 pts.**	Did not follow final project organization, clarity, coherence, spelling/grammar, APA style citations. > 2 days late. **0-5 pts.**	

<mark>IX. EXAMS:</mark>
- There will be ***FOUR UNIT EXAMS*** which will be **ONLY** online with a 5 hour time limit. They are all true and false. Exams are not cumulative. Exam material comes from course textbook readings, lecture material, chapter PowerPoints, or any other material posted in the Blackboard.
- Exams must be completed before the deadline of 11:59 pm on the due dates. Late

submissions will not be accepted.
- Please make certain to read all the chapters materials and complete all assignments prior to starting the exam.
- Please note that it is the student responsibility to make sure you have a continuous internet connection for the duration of the exam. Exams will not be reset if you lose internet access during the exam duration.
- **Cheating of any kind will not be tolerated and will result in an "<u>F</u>" for the course and will immediately be referred to Administration for further disciplinary action.**
- <u>**ALWAYS**</u> click on Save Answer button under <u>**EVERY**</u> question you have answered.
- All exams are open book and you are given 5 hours to complete after you have started the exam
- 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 2018 – ECE 141 Topics Covered

- The table below is a list of topics that will provide a guide for students during the semester.
- The students should become familiar with each of these topics.
- Each topic includes important concepts and vocabulary with which the students will develop competencies.

Units	Instructional Unit	Specific Unit Objectives
Unit #1	Chapters 1-5	
	Ch1: Studying a Child's World	• What is child development, and how has its study evolved? • What do developmental scientists study? • What kinds of influences make one child different from another? • What are six fundamental points about child development on which consensus has emerged?
	Ch2: A Child's World: How We Discover It?	• What purposes do theories serve, and what are two basic issues on which developmental theorists differ? • What are five theoretical perspectives on child development, and what are some theories that are representative of each? • How do developmental scientists study children, and what are the advantages and disadvantages of each research method? • What ethical problems may arise in research on children?
	Ch3: Forming a New Life: Conception, Heredity, and Environment	• How does conception normally occur, and how have beliefs about conception changed? • What causes infertility, and what are alternative ways of becoming parents? • What genetic mechanisms determine sex, physical appearance, and other characteristics? • How are birth defects and disorders transmitted? • How do scientists study the relative influences of heredity and environment, and how do heredity and environment work together? • What roles do heredity and environment play in physical health, intelligence, and personality?
	Ch4: Pregnancy and Prenatal Development	• What are the three stages of prenatal development, and what happens during each stage? • What environmental influences can affect prenatal development? • What techniques can assess a fetus's health and well-being, and what is the importance of prenatal and preconception care?
	Ch5: Birth and the Newborn Baby	• How do customs surrounding birth reflect culture, and how has childbirth changed in developed countries? • How does labor begin, what happens during each of the three stages of childbirth, and what alternative methods of delivery are available? • How do newborn infants adjust to life outside the womb, and how can we tell whether a new baby is healthy and is developing normally? • What complications of childbirth can endanger newborn babies, and what are the long-term prospects for infants with complicated births? • How do parents bond with and care for their baby?
Unit #2	Chapters 6-9	
	Ch6: Physical Development and Health During the First Three Years	• What principles govern early growth and physical development? • How and what should babies be fed? • How does the brain develop, and how do environmental factors affect its early growth? • How do the senses develop during infancy? • What are the early milestones in motor development, and what are some influences on it? • How can we enhance babies' chances of survival and health?

		▪ What are the causes and consequences of child abuse and neglect, and what can be done about them?
	Ch7: Cognitive Development during the First Three Years	▪ What are six approaches to the study of cognitive development? ▪ How do infants learn, and how long can they remember? ▪ Can infants' and toddlers' intelligence be measured, and how can it be improved? ▪ How did Piaget describe infants' and toddlers' cognitive development, and how have his claims stood up? ▪ How can we measure infants' ability to process information, and when do babies begin to think about characteristics of the physical world? ▪ What can brain research reveal about the development of cognitive skills? ▪ How does social interaction with adults advance cognitive competence? ▪ How do babies develop language, and what influences linguistic progress?
	Ch8: Psychosocial Development during the First Three Years	▪ When and how do emotions develop, and how do babies show them? ▪ How do infants show temperamental differences, and how enduring are those differences? ▪ How do infants gain trust in their world and form attachments, and how do infants and caregivers read each other's nonverbal signals? ▪ When and how does the sense of self arise, and how do toddlers exercise autonomy and develop standards for socially acceptable behavior? ▪ When and how do gender differences appear? ▪ How do infants and toddlers interact with siblings and other children? ▪ How do parental employment and early child care affect infants' and toddlers' development?
	Ch9: Physical Development and Health in Early Childhood	▪ How do children's bodies change between ages 3 and 6? ▪ What sleep patterns and problems tend to develop during early childhood? ▪ How do children's brains develop between ages 3 and 6? ▪ What are the main motor achievements of early childhood? ▪ What are the nutritional needs of young children, and what risks are associated with under nutrition and obesity? What are the major health and safety risks for young children?
Unit # 3	Chapters 10-13	
	Ch10: Cognitive Development in Early Childhood	▪ What are typical cognitive advances and immature aspects of preschool children's thinking? ▪ What memory abilities expand in early childhood? ▪ How is preschoolers' intelligence measured, and what factors influence it? ▪ How does language improve, and what happens when its development is delayed? ▪ What purposes does early childhood education serve, and how do children make the transition to kindergarten?
	Ch11: Psychosocial Dev. in Early Childhood	▪ How does the self-concept develop during early childhood, and how do children show self-esteem, emotional growth, and initiative? ▪ How do boys and girls become aware of the meaning of gender, and what explains differences in behavior between the sexes? ▪ How do preschoolers play, and how does play contribute to and reflect development? ▪ How do parenting practices influence development? ▪ Why do young children help or hurt others, and why do they develop fears? ▪ How do young children get along with—or without—siblings, playmates, and friends?
	Ch12: Physical Dev. and Health in Middle Childhood	▪ How do school-age children's bodies and brains grow and develop? ▪ What are the nutritional and sleep needs of middle childhood? ▪ What gains in motor skills typically occur at this age, and what kinds of physical play do boys and girls engage in? ▪ What are the principal health and safety concerns in middle childhood? ▪ What are some common mental health problems of childhood?
	Ch 13: Cognitive Dev. in Middle Childhood	▪ How do school-age children's thinking and moral reasoning differ from those of younger children? ▪ What advances in information-processing skills occur during middle childhood? ▪ How accurately can schoolchildren's intelligence be measured? ▪ How do communicative abilities expand during middle childhood? ▪ What factors influence school achievement? ▪ How do schools meet special needs?
Unit #4	Chapters 14-17	
	Ch14: Psychosocial Development in Middle Childhood	▪ How do self-concept and self-esteem change in middle childhood, and how do school-age children show emotional growth? ▪ What are the effects of family atmosphere and family structure, and what part do siblings play in children's development? ▪ How do relationships with peers change in middle childhood, and what factors influence popularity and aggressive behavior? ▪ How do children respond to the stresses of modern life?
	Ch15: Physical Development and Health in Adolescence	▪ What is adolescence, and what opportunities and risks does it entail? ▪ What physical changes do adolescents experience, and how do these changes affect them psychologically? ▪ What brain developments occur during adolescence, and how do they affect adolescent behavior? ▪ What are some common health problems and health risks of adolescence, and how can they be prevented?

	Ch16: Cognitive Dev. in Adolescence	- How do adolescents' thinking and use of language differ from that of younger children's? - On what basis do adolescents make moral judgments, and how does prosocial behavior vary? - What influences affect adolescents' school success and educational and vocational planning and preparation?
	Ch17: Psychosocial Dev. in Adolescence	- How do adolescents form an identity, and what roles do gender and ethnicity play? - What determines sexual orientation, what sexual practices are common among adolescents, and what leads some to engage in risky sexual behavior? - How do adolescents relate to parents, siblings, and peers? - What causes antisocial behavior, and what can be done to reduce the risk of juvenile delinquency? - How do various cultures define what it means to become an adult, and what markers confer that status?

N0TE FOR ALL ASSIGNMENTS:

All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written assignment will be accepted.

- ➢ *All assignments must creatively have cover page or background page to include the following:*
    - i. Student name:
    - **ii.** Instructor's name:
    - **iii.** Course title and number:
    - **iv.** Course CRN#:
    - **v.** Assignment topic/heading:
    - **vi.** Submission date:
- ➢ Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates.**
- ➢ All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

Summer 2018 - Session II: July 3: Psy 204 Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
JULY 1	2	3	4	5 **First Day of Class Readings** Chapter 1-5	6 **Readings** Chapter 1-5	7 **Readings** Chapter 1-5
8 Self-Introduction Due	9 **Readings** Chapters 1-5	10 **Readings** Chapters 1-5	11 Forum Discussion & Reflection - Initial Post Due	12 **Reading** Chapters 1-5	13 **Readings**/Study Chapters 1-5	14 **Readings**/Study Chapters 1-5
15 Response posts Due Exam #1 –chapters1-5	16 **Readings** Chapters 6-9	17 **Readings** Chapters 6-9	18 Forum Discussion & Reflection - Initial Post Due	19 **Readings** Chapters 6-9	20 **Readings/Study** Chapters 6-9	21 **Readings/Study** Chapters 6-9
22 Response posts Due **Exam #2 - Chapters 6-9**	23 **Readings** Chapters 10-13	24 **Readings** Chapters 10-13	25 Forum Discussion & Reflection - Initial Post Due	26 **Readings** Chapters 10-13	27 **Readings/Study** Chapters 10-13	28 **Readings/Study** Chapters 10-13
29 Response posts Due **Exam #3-Chapters 10-13**	30 **Readings** Chapters 14-17	31 **Readings** Chapters 14-17				
AUGUST			1 Forum Discussion & Reflection - Initial Post Due	2 **Reading** Chapters 14-17	3 **Reading** Chapters 14-17	4 **Reading** Chapters 14-17
5 Response posts Due **Final Research Project due**	6 Study	7 **Study**	8 **Exam #4/Final Chapters 14-17**	9 Last Day of Class		

It is STRONGLY recommended that students print this calendar and post it by their computer

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

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INSTRUCTOR: Dr. Ijey Nwachuku
COURSE NUMBER/TITLE: PSY 204 – Child and Adolescent Development
PURPOSE: Field Observation Placement Time Sheet/Activities Summer 2018
COLLEGE: Middlesex Community College, Middletown

STUDENT NAME_____

SUPERVISING TEACHER'S NAME_____

SCHOOL/PROGRAM NAME/ADDRESS/PHONE_____

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

DATE 7/5/18	TIME 7:30-:800am	DAILY ACTIVITIES OBSERVED/PARTICIPATED (Example) **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.

Sample Research Paper Topics and Paper Format:

More possible topics and information (If there other topics you are interested in and are not listed, let the Professor know. Topics has to be in question form): Choose from the following:

1. Does teaching infants sign language help or hinder the language acquisition process?
2. Exploring Cognitive Development during Infancy and its Implications on Later Development
3. Is there a Critical period for Language Development
4. Investigating Cross-Cultural Differences on Mourning a Miscarriage or Stillbirth
5. Breastfeeding vs. Bottle-feeding: Implications on Children's Development
6. A Look at Autism Epidemic and Implications on Child's Development.
7. Exploring the Implications of Brain Development During the First Years of Life
8. A Detailed Study on World Infant Mortality Rate and Implications
9. How do parenting styles impact a child's level of physical activity?
10. Are children raised by parents with permissive or uninvolved parents less active than those raised by parents with authoritative or authoritarian styles?
11. Do students who listen to music while studying perform better or worse on exams?
12. How does bullying impact student achievement? Are bullied students more likely to have worse grades than their non-bullied peers?
13. Could packaging nutritious foods in visually appealing ways encourage children to make healthier food choices?
14. Do children who eat breakfast perform better in school than those who do not eat breakfast?
15. Which type of reinforcement works best for getting students to complete their homework: a tangible reward (such as a piece of candy) or social reinforcement (such as offering praise when homework is completed on time)?
16. Does birth order have an impact on procrastination?
17. Are first-borns less likely to procrastinate?
18. Are last-borns more likely to put off tasks until the last minute?
19. Is parental negligence a reason behind child obesity?
20. What is the influence of a narcissist mother on her child's mental wellbeing?
21. What is the association between obesity and television?
22. How is stress affected by individual differences?
23. What are the psychological reasons behind depression?
24. Is depression affected by gender?
25. How is a person's life affected by bipolar disorder?
26. What is the environment's role in personality development?
27. How is a person's achievements and personality affected by their birth order?
28. How is intelligence determined by the environment and genetics?
29. How and why are attractive people treated differently than the non-attractive ones?
30. What is the psychological effect of the hate crimes on the community and the victims?

In a research paper, the point of the paper is to integrate a number of works by different people relevant to a specific topic or issue. The paper must accurately present the positions of others and your evaluation of that body of research and/or theory is critical. Five references (sources) is the minimum requirement for the bibliography. Three of the five references must be peer reviewed journal articles. Your class text must be used and listed as one of your references. The paper must be presented in an acceptable scholarly writing style. **For this course, the in-text citations and the bibliography page MUST be in APA format.**

Papers must be typed in Times New Roman, 12 point font, double-spaced, with 1 inch margins all around, and pages numbered. Typeface must be legible. Illegible work will be returned and a late penalty will be administered.

On the other hand, you are free to choose your research topic from any of the 3 areas in your course textbook:

  1. *Around The World*   2. *The Everyday World*   3. *The Research world.*