PSY 120 Child Growth & Development

Course Master Syllabus

Course Information

Catalog Description: This course studies the growth and development of children from birth to age eight. This course also examines major theories related to physical/motor development and develops strategies for promoting and enhancing the development of the young child.

Prerequisite(s): None

Corequisite(s): ENG 140 – English Composition I

Credits: 3

Hours: 3

Required Text(s): Charlesworth's *Understanding child development*

Supplemental Materials:

Instructor Information

Instructor's Name:

Contact Information:

Office Hours:

Program Goals

1. Explain key concepts, theories, and empirical findings in major areas of social science including biological, cognitive, developmental, and social psychology.
2. Examine scientific research and primary sources to understand key concepts in psychological and sociological theories.
3. Discuss recent advances in behavioral genetics, brain development, and cross-cultural approaches, with an emphasis on lifespan development.
4. Investigate human behavior, mental health, and social factors using cognitive, moral, and sociocultural perspectives.

5. Explore the causes, diagnosis, and treatment of mental illness, using the DSM framework and various assessment instruments.
6. Compare sociological theories and perspectives on racial and ethnic group interactions and dominant-minority relations in the United States.

Class Core Competencies

The following core competencies are embedded in this curriculum:

- Communicate effectively in both speech and writing.
- Use scientific method of inquiry, through the acquisition of scientific knowledge.
- Use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- Address an information need by locating, evaluating, and effectively using information.

Class Learning Assessment

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to analyze major developmental stages, milestones, and processes for children from conception through age eight in the areas of physical social, emotional, cognitive, and language development	• Quizzes/tests • Weekly assignments scenarios • Pre/post test • In-class discussions/discussion board posts
Students will be able to differentiate characteristics of typical and atypical development at various stages	• Weekly assignment scenarios • In-class discussions/discussion board posts
Students will be able to explain the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development	• Quizzes/tests • Weekly assignment scenarios • In-class discussions/discussion board posts

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to identify and utilize the basic terminology associated with the various areas of child growth and development	• Quizzes/tests • Weekly assignments scenarios • Pre/post test • In-class discussions/discussion board posts
Students will be able to describe and summarize physical, emotional, and cognitive changes evident during the early childhood period that impact learning	• Weekly assignment scenarios • In-class discussions/discussion board posts • Quizzes/tests
Students will be able to apply theoretical concepts to physical, emotional, and cognitive development scenarios using APA citation format	• Weekly assignment scenarios • In-class discussions/discussion board posts

Grading System

Letter Grade	Percentage Range
A	90 to 100 percent
B Plus (B+)	87 to 89.9 percent
B	80 to 86.9 percent
C Plus (C+)	77 to 79.9 percent
C	70 to 76.9 percent
D	60 to 69.9 percent
F	Below 60 percent

College Information

Disability Services
Disability Services Webpage

Statement and Policy on Cheating, Plagiarism, and Academic Conduct
Academic Conduct Policy (Policy 304) [PDF]

Students are required to perform all the work specified by the instructor and are responsible for the content and integrity of all academic work submitted. A violation of academic integrity will occur if a student: (1) knowingly represents work of others as

one's own, (2) uses or obtains unauthorized assistance in any academic work, (3) gives fraudulent assistance to another student, or (4) furnishes false information or other misuse of college documents.

Unauthorized use of Artificial Intelligence (AI) is prohibited unless the instructor explicitly permits it in the syllabus or assignments. If tools such as ChatGPT are permitted by an instructor to be used for an assignment, they should be used with caution and with proper citation. In all such cases, you may only use the specific tools identified as acceptable and you must adhere to the College's standards for attribution, validation, and transparency.

In cases of suspected violation of academic integrity, the incident is to be reported to the Office of Academics. A student found guilty of violating the rule of academic integrity by the Vice President of Academics will be considered to have failed in personal obligation to the College; such failure will be subject to disciplinary action by the College. Unless otherwise notified, the instructor will allow students who are pending disciplinary action to attend class.

Tutoring and Testing at the Instructional Support Center (ISC)

- Instructional Support Center (ISC) Webpage

WCCC Library Services

- WCCC Library Website

Citation Styles and Formatting

Work submitted for any Warren County Community College course must conform to the required formatting and citation style that are specified by the instructor. The Library and Instructional Support Center can assist students with formatting and citations for assignments and papers.

WCCC Attendance Expectations

The College expects students to attend and participate in all classes. This involves sharing discussions and lectures in class, as well as interacting with other students. Grades are based on the quality of work students complete in meeting the requirements for a particular course, as stated in the course syllabus and catalog description. Attendance, among other factors, may be an additional criterion for assigning grades. Students should realize that they are responsible for all class meetings and that work missed because of absences may affect their grades. Attendance in online classes is

determined by the completion of assignments/ tests. Students who have not completed any assignments or tests will be considered non-attending and receive an NF grade in online classes.

Class Attendance Expectations

Topical Outline

- Issues and theories of development
- Periods of development
- Analyzing and conducting research
- Biological and physical development
- Family, culture, and community influence
- Cognitive development and processes: Piaget, Vygotsky, intelligence, language, content domains
- Social and emotional development: self and social understanding, motivation, self-regulation
- Moral development
- Peers, schools, and society

Grading Methods

Assignment	Points/Percentage

Class Itinerary

Week / Unit	Topic	Readings/Assignments