

I. PSY 211: Child Development and Psychology

II. 2 Credit Hours

III. Course Description:

An in-depth study of factors influencing the development and behavior of children from conception through adolescence.

IV. Place of Course in the Curriculum: This course is required for all elementary education majors. It is recommended for students in their second year of studies.

V. Goals and Objectives:

A. Goals- College students, practicing teachers, persons in other helping professions, and parents face many years of close association with children. Knowledge of the total development will be helpful in furthering the understanding of and relating with children.

Teacher candidates will begin to understand that appropriate planning for teaching children depends on their knowledge of child development, and that they will be looked upon as leaders by the families of the children they will teach. They should also become aware through their study of both classic and current research that there will continue to be more for them to learn about child development after they enter their chosen profession.

B. Objectives - Upon successful completion of this course, the student will:

1. Demonstrate that he/she possesses spiritual, mental, social, physical, and emotional characteristics needed by a successful beginning teacher or by a member of another of the helping professions. (LD1, LR2)
2. Demonstrate a knowledge of basic social-cognitive theory, and relate this to his/her own importance as a model in Christian living for children and youth. (T8, LR2)
3. Demonstrate a knowledge of assessing physical, intellectual, psychosocial, and moral development of children. (T6)
4. Be able to evaluate the significance of various hypotheses about human nature, learning, and instruction. (T8, LR2)
5. Have some understanding of the basic concepts of individual differences in the classroom related to intelligence, learning styles, performance, and creativity. (T6)
6. Demonstrate through tests and papers a general knowledge of human development and theories in the cognitive, affective, language, perceptual, and motor areas from birth through adolescence, identifying normal ranges of pupil behavior which can be expected for each chronological age. (T6, LR7)

7. Give evidence of the ability to predict expected behaviors of children and relate them to the teaching-learning process. (T5, T6, T8)
8. Gain some appreciation of the personal worth of each child as a complex and wonderful creation of an Almighty God who has seen fit to allow the world to continue through the birth of successive generations of infants. (T7)
9. Recognize differences in children's cultural backgrounds and begin to think about planning learning experiences appropriate to a child's cultural orientation. (LR4)
10. Become so aware of principles of child development that he/she can later plan appropriate instruction for basic skill development. (T6)
11. Perceive the effects on children of socio-cultural and socio-economic conditions in home and community. (LR4)
12. Become aware of both classical and current research in human development and be able to discuss the implications of such research for classroom teaching. (T8)

VI. Content:

1. Basic Questions (T6, T8)
2. Theories of Development (T6, T8)
3. Prenatal Development and Birth (T6)
4. Infancy and Toddler hood (T6)
  - a. Physical Development and Health
  - b. Perceptual and Cognitive Development
  - c. Social and Personality Development
5. The Preschool Years (T6)
  - a. Physical Development and Health
  - b. Cognitive Development
  - c. Social and Personality Development
6. School Age (T6)
  - a. Physical Development and Health
  - b. Cognitive Development
  - c. Social and Personality Development
7. Adolescence (T6)
  - a. Physical Development and Health
  - b. Cognitive Development
  - c. Social and Personality Development
8. Parenting
  - a. (LR4)
9. Teaching (T5, T9)
10. Social Policy Debate (LD5, LR3)
11. Culture and Contexts (LR4)
12. Research Reports (T5, T6)

13. Psychology in Action (T3, T5, T6, T7, T8, T9, LD1, LD2, LD8, LR2, LR4, LR7)

VII. Methodology:

1. Videos (T5, T6, T8, LR4)
2. Student group reports on selected text topics (LD2, LD5)
3. Guest Speakers (LD8)
4. Guided large/small group discussion (LD2, LD5)
5. Lecture (T5, T6, T8)
6. Written reports (LD1, LD2, LD8, LR2, LR4)
7. Self Reflection (LD1, LD2, LR2)

VIII. Student Roles:(LD2, LD5, LD8, LR2, LR7, T6)

1. Attend all course meetings
2. Complete reading
3. Complete written assignments
4. Participate in class discussions and activities
5. Engage in self-assessment
6. Find and use research to support perspectives

IX. Evaluation: (LR7, T5, T6, T8, LD1, LD2, LR2, LR7)

1. Student reaction papers
2. Group presentation
3. Class participation
4. Written exams

X. Bibliography:

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