

Child Psychology 20072
Psychology 305 A
Tuesday and Thursday, 9:25 a.m. – 10:40 a.m.
Lowrey Hall 402
Credit - 3 semester hours
SPRING 2014

Lisa Busby Thomas, M.C.P., CLCP, CRC
601.956.3868 (W) 601.613.3533 (Cell)
601.856.9567 (Fax) E-mail: LThomas@mc.edu; LCPSTAT@aol.com

I. COURSE DESCRIPTION: This course is designed to provide experiences that enable a student to respond more effectively to a child's needs during the various stages of development and periods of growth.

II. PREREQUISITES: PSY 201 or EDU 300 and sophomore standing

III. RATIONALE: This course will give students an understanding of child development, which is essential to the functioning of professionals in various fields. The course content is applicable for teacher candidates as well as students in psychology, religion, nursing, medicine, social services, and other health related fields. This course focuses on the development of human beings.

IV. REQUIRED TEXT: Berger, K. S. (2012). The developing person through childhood and adolescence. New York, NY: Worth Publishers. (This is the **ninth edition**.)

V. COURSE OBJECTIVES: The general goals of this course are:

1. To study the nature of child development by examining the historical events significant to child study.
2. To appraise the relative influences of heredity and environment as it relates to prenatal development, birth process, and development of the child.
3. To explain and describe basic aspects of physical, cognitive, social and emotional development during infancy, early childhood, middle childhood, and late childhood.
4. Understand the science base of child development and methods used to collect research data.
5. Describe and assess the usefulness of various child development theories.
6. Describe physical development during infancy, early, middle, and late childhood.
7. Describe cognitive development during infancy, early, middle, and late childhood.
8. Describe social and emotional development during infancy, early, middle, and late childhood.
9. Understand developmental crises and mental illness within the context of child development.
10. Understand contemporary concerns as related to child development, such as parenting styles, types of families, education models, socialization of children, etc.

VI. ACADEMIC INTEGRITY: As stated in the Mississippi College Undergraduate Catalog, "Mississippi College students are expected to be scrupulously honest." The college considers cheating, plagiarism, furnishing false information, forgery, and alteration or misuse of university documents as academically dishonest. School policy dictates that academic dishonesty is "considered a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal." See *Mississippi College University Policy* for specific information regarding penalties associated with dishonest behavior at Mississippi College. Copies of University policies are available on the Mississippi College website. Refer to the current year's Mississippi College Undergraduate Catalog at <http://catalog.mc.edu>.

Plagiarism is the presentation of someone else's information as though it were your own. If you use words or ideas of another person or if you use material from any source (book, journal, magazine, newspaper, speech, electronic media, etc.), you must acknowledge that source. Plagiarism on papers/presentations will result in the student not receiving credit for the assignment(s).

VII. INSTRUCTIONAL PROCEDURES / TECHNIQUES: A variety of instructional procedures will be used including lectures, visual materials, classroom discussion, small-group activities, outside of classroom projects, and demonstrations.

VIII. MATERIALS FOR LEARNING: Textbook, handouts, and occasional video or other electronic media.

IX. ATTENDANCE: The school policy will be followed concerning absences:

1. Class attendance is required, and accurate records are kept. Students must not accumulate excessive absences. **A student receives a grade of F in a course immediately upon accumulating 8 classes in a semester class meeting 2 times per week.** An appeal process is available to students who believe that there are reasonable explanations for the absences. The student may appeal the absences to the dean of the school in which the course is being taught. Students may obtain a Student Absence Appeal Form from the office of the appropriate dean. If a student has a situation where absences are of concern, please see the instructor before deciding to stop coming to class.
2. A limited number of absences will be excused such as for serious illness, field trips, representing the University, and other emergency reasons.
3. The responsibility for work missed rests entirely with the student.
4. A student registering late will be charged for all absences occurring prior to reporting to class, although these may be treated as excused absences.

6. Tardiness is subject to penalty, as is any failure to complete required class work on time. If a student is late to the class and is marked absent during roll call, it is that student's responsibility to inform the instructor that he/she was in class; otherwise the absence will remain on the roll.

7. It is expected that students take all examinations on the scheduled date. IF a student is absent from class on the day of a scheduled exam, he or she must make arrangements prior to that class. It is the student's responsibility to make-up any missed exams. This will be individually scheduled through the Psychology Office. Call 601-925-3841.

Please note the deadline for dropping class to receive 100% full refund – Thursday, January 23, 2014.

Last day to drop class no tuition refund – Friday, March 21, 2014.

X. GRADE: Grades will be based on the following:

1. **TESTS**: The student will complete **THREE** tests. The format of the exams will include multiple choice and possibly short answer. Exams will demonstrate knowledge and application of information presented in assigned readings, lectures, discussion, and classroom activities. A review will be discussed in class prior to the exam. These tests are take home tests and are to be completed outside of the classroom on Moodle. There will be scheduled dates to take these tests. These tests are related to specific chapters in your textbook. There will be no comprehensive final.

2. **ACTIVE CLASS PARTICIPATION** will positively affect your overall grade in this course. Participation includes, but is not limited to, attendance, taking an active role in classroom activities, and timely completion of assignments. If needed, assignments to earn extra credit will be provided as requested by students.

3. **PORTFOLIO ASSIGNMENTS**: Each student will complete **7 assignments** that will become part of his or her portfolio on child development. These assignments are relevant to the topics discussed. Each assignment will be worth a total of 15 points. There will be scheduled dates to post these assignments on Moodle.

Late Assignment: Two points per day is subtracted as penalty for late assignment.

4. **TOPIC/PAPER**: Each student will choose a topic of interest related to child development. For the paper, one should include a minimum of **four (4) professional sources (a minimum of 2 must be professional journal articles)** related to the topic. The paper will include a **TITLE PAGE, ABSTRACT PAGE, BODY (8 to 10 pages) and a REFERENCE PAGE**. Therefore, your paper would consist of a **minimum of 11 pages total**. Your summary/paper should adhere to basic APA guidelines. Additional information and APA guidelines will be reviewed in class and APA guidelines can be found online. An APA manual is located at the MC library and there are APA resources in the library. There will be additional information posted at the Faculty website and Moodle concerning your paper as well as classroom discussions will be held.

Late Assignment: Three points per day is subtracted as penalty for late assignment.

5. **PRESENTATION:** Toward the end of the semester, a date will be selected for you to informally present information about the topic you chose this semester. This is the SAME topic that you chose to write your paper. The brief presentation is from 3 minutes to 5 minutes. It can include any handouts, visual presentation, or it can simply be presented from your notes. Additional information will be discussed regarding this presentation.

XI. EVALUATION: The following grading scale will be used:

93 to 100 = A

92 to 84 = B

83 to 75 = C

74 to 70 = D

Below 70 = F

Exams 1,2,3 15%

Topic Summary/Paper 35%

Topic Presentation 20%

Portfolio Assignments 20%

Participation 10%

XII. STUDENTS WITH DISABILITIES/SPECIAL NEEDS: Disabilities under the ADA are categorized as physical, mental, and learning disabilities. In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, **he or she must schedule an individual meeting with the Director of Student Counseling Services immediately upon recognition of their disability (if their disability is known they must come in before the semester begins or make an appointment immediately upon receipt of their syllabi for the new semester).** The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (**within 3 years**). The student must meet with SCS **face-to face** and also attend **two (2) additional follow up meetings** (one mid semester before or after midterm examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: **Students must come in each semester to complete their Individualized Accommodation Plan** (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).

Student Counseling Services is located in Alumni Hall Room #4 or they may be contacted via email at christia@mc.edu or rward@mc.edu. You may also reach them by phone at 601-925-7790.