

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

**I. COURSE NAME AND NUMBER: EDUC 3373 DEVELOPMENTAL PSYCHOLOGY  
ECUC 3733**

Hours credit: 3

Mrs. Debbie Stoll

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Classroom: As assigned

Office Hours: As posted

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**II. COURSE DESCRIPTION:**

A survey of the physical, mental, social, moral, and emotional development of the individual from conception through adolescence. For students in teacher education programs. Will not count toward major or minor in Psychology. Prerequisite: PSY 1113.

**III. CONCEPTUAL FRAMEWORK :**



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.

An educator who is COMPETENT displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

**IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:**

If you come into the class with the attitude, "What can I learn from this?" you will be much more successful than if you are only taking this class because it is required for your degree. Paying tuition does not entitle you to a passing grade.

The student who successfully completes this course will be able to:

- A. describe historic cultural notions of children's nature. (ACEI 1 Development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.)
- B. describe early efforts at the scientific study of children. (ACEI 1)
- C. describe major developmental aspects of the theories of Freud, Erickson, Piaget, Skinner, and Bandura as well as the Ethological view of development. (ACEI 1; NASPE 2: *Growth and Development*. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.; NAEYC 1: *Promoting Child Development and Learning* Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. )
- D. explain what is meant by behavior genetics, distinguishing it from ethology. (ACEI 1, 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.; NASPE 2)
- E. describe the biological, psychological, sociological, experiential, and environmental factors (i.e. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills. (OCTP 2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.; ACEI 1, 2.6; NASPE 2; NAEYC 1)
- F. describe some of the ways neonates come equipped to deal with life. (OCTP 2; NASPE 2)
- G. describe sexual maturation in boys and girls, comparing early vs. late maturation for both sexes. (OCTP 2; ACEI 2.6; NASPE 2)
- H. describe the effect of biological and environmental factors on physical growth and development. (OCTP 2; ACEI 2.6; NASPE 2; NAEYC 1)
- I. distinguish between classical and operant conditioning. (ACEI 1)
- J. distinguish between negative reinforcement and punishment. (ACEI 1)
- K. define shaping and Bandura's theory of observational learning. (ACEI 1; NASPE 2)
- L. define cognition, behavioral schema, and operational schema. (OCTP 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.; ACEI 1; NASPE 2)
- M. distinguish between assimilation and accommodation. (OCTP 3; ACEI 1; NASPE 2)
- N. describe the human information-processing approach to cognitive development. (OCTP 2,3; ACEI 1; NASPE 2)
- O. describe the implication of the work of Harlow, Lorenz, Kagan and Ainsworth to social changes in childhood. (OCTP 2,8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner. ; ACEI 1; NASPE 2; NAEYC 1)
- P. trace the development of the self-concept from infancy through the preschool years and middle childhood to adolescence. Describe the role of ethnicity. (OCTP 2,7: The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students abilities and differences, and the community; and adapts instruction based upon assessment and reflection.,8; NASPE 2; NAEYC 1)
- Q. describe the following theoretical explanation of sex differences and the sex-typing process and their limitations. (Psychoanalytical theory, social-learning theory, cognitive-developmental theory) (OCTP 2; ACEI 1; NASPE 2)

- R. describe the theories of moral development offered by Freud, Piaget, and Kohlberg. (OCTP 2,3; ACEI 1; NASPE 2)
- S. describe the three types of parental control identified by Baumrind. (OCTP 2,10: The teacher fosters positive interaction with school colleagues, parents/ families, and organizations in the community to actively engage them in support of student learning and well-being.; ACEI 1)
- T. define “peer group”, and describe the role that friends and peers play in a child’s social development. (OCTP 2,8; ACEI 1; NASPE 2)
- U. describe the role of parents from conception through adolescence. (OCTP 2,10; ACEI 1; NASPE 2; NAEYC 1)
- V. describe legal concerns facing parents regarding children pre-birth through adolescence. (OCTP13: The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.)

## V. TEACHING STRATEGIES

The class will utilize lecture, class discussion, hands-on activities, demonstrations, and videos that primarily center on the chapter reading assignments. Additionally, this class will utilize various aspects of Blackboard and Turn It In.

(In order to access Blackboard, go to <http://blackboard.cameron.edu>. Click on the “Log In” button. You will use the same user name and password that you use to access your MyCU account. In order to use Turn It In, you will follow the directions that will be sent to you in an email to your CAMERON STUDENT EMAIL account [ <http://studentemail.cameron.edu>, which uses the same user name and password as your other Cameron accounts]. Copy and paste the password that is sent to you.)

## VI. REQUIREMENTS AND ASSIGNMENTS:

**Read the chapter(s) to be covered in class before coming to class. You will need a scantron and a number 2 pencil for each exam. Come prepared. The instructor will NOT have extras!**

Check your Blackboard and Cameron e-mail accounts regularly, as I may have to send an e-mail or post clarifications of assignments. Students may also submit assignments in the digital dropbox on Blackboard, just let me know that you have done so.

- A. This is a three part assignment for your education portfolio. (It should show that you can meet OCTP competency 2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.)
    - 1. Watch a child between the ages of birth and 18 years of age for several hours. This can be your own child or the child of a friend. This observation can be all at one time or spread over a period of time. While you are observing, ask yourself the following questions:
      - What is the child doing?
      - What seems to interest the child most?
      - What physical development is taking place?
      - What social development is taking place?
      - What cognitive development is taking place?
      - What language development is taking place?
      - What emotional development is taking place?
      - How do you know what development is taking place? What are the signs?
      - How does the child’s development in each area affect his learning?
      - Are there areas in which the child seems to be having difficulties?
      - Is there anything that makes you suspect the child may have a special need? What makes you think that?
- Write a formal paper based on this observation.

2. Based on the developmental level of the child you observed, create a game that provides learning opportunities that support that child's development. If possible, play the game with the child. Write a report about the game you have created. Describe how that game provides learning opportunities that support children's development. In the report describe the game and how it is played. Explain for what age/grade level the game is geared, what learning opportunities participants have, what areas of development the game promotes, and how it promotes this area of development. When you turn in the game, you will also turn in a report explaining for what age/grade level the game is geared, what learning opportunities participants have, what areas of development the game promotes, and how it promotes this area of development. Also note how this game can be adapted for children with diverse abilities. The report must be submitted to Turn It In. (NASPE 2: *Growth and Development*. **Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.**; NAEYC 1: *Promoting Child Development and Learning* **Candidates use their understanding** of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, **to create environments that are healthy, respectful, supportive, and challenging for all children.**)
  3. Write a reflection on how well parts one and two of this assignment meet OCTP Competency 2 as stated at the beginning of the assignment, using the reflection guidelines which you will be given. Students in education programs must submit the entire assignment to their Chalk and Wire portfolio AND must submit it to the instructor to be scored. In order to submit the game to Chalk and Wire, you may need to take a picture of it. The written pieces must also be submitted to Turn It In.
- B. Answer the Question of the Day at the beginning of each class meeting. (These points can only be earned when you are in class on time.)
  - C. Using a series of concentric circles, show how Bronfenbrenner's bioecological systems theory could be applied to your own life as a child. (An example will be demonstrated in class). (ACEI 1 Development, learning, and motivation—**Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents** to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.)
  - D. Create a timeline of your development from birth to age 18. On the timeline, depict the important events of your life. Include the names of the adults who were significant in your life at the time of the event. Also, note world events that were happening at that particular time in your life. Note whether each event was related to physical, cognitive, or psychosocial development. The format of your timeline is up to you. However, it must be clear to the reader what happened in your life that was significant, the developmental domain affected, the significant adults in your life, and world events that occurred. (OCTP 2: **The teacher understands how students learn and develop**, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.) NAEYC 1: *Promoting Child Development and Learning* **Candidates use their understanding** of young children's characteristics and needs, and **of multiple interacting influences on children's development and learning**, to create environments that are healthy, respectful, supportive, and challenging for all children.)
  - E. In class activities.
  - F. Pretest.

ALL ASSIGNMENTS: Each paper submitted will be written in APA format. All assignments are to be word processed or typed (12 point font), double-spaced, and free of spelling and grammatical errors. Each assignment submitted should represent the original work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the

assignment and cannot be resubmitted. Credit for others' ideas or words must be cited (APA 5<sup>th</sup> ed. Format). Be sure to "save" your work in case revisions are necessary or desirable.

**EXTRA CREDIT:** Students will have various opportunities to earn extra credit. These opportunities will be announced in class or posted on Blackboard. There is a maximum of 30 points that can be earned through extra credit.

## VII. TEXTBOOK/MATERIALS:

Required:

Papilia, D.E., Olds, S.W., & Feldman. R.D. (2006). *A child's world: Infancy through adolescence*. (10<sup>th</sup> ed.). New York: McGraw Hill.

## VII. EVALUATION/GRADING:

There will be unit tests consisting of multiple choice, true/false, and short answer items. Examinations will be announced at least one class session prior to the date scheduled. A student who does find it necessary to miss a test is expected to **initiate and complete** a make-up of the test within **one week** of the date of the test. Arrangements must be made with the instructor on the day you return to school if not made before the absence.

The highest number of points actually earned on the test will establish the "possible points" for that test.

Pretest	25 pts.
Child Observation Paper	100 pts.
Reflection of Observation Paper	50 pts.
Bioecological systems model	50 pts.
Timeline	100 pts.
Game with report	100 pts.
Group and Class Activities	pts. as assigned
Question of the day	2-3 points each

All assignments are due on the Wednesday of the week noted in this syllabus. Late work is discouraged.

Since group activities are completed during class time, there will be no make-up assignment for missed group and class activities.

You can check your grades for assignments by logging in to Blackboard and using the "My Grades" tool.

Rubrics will be used to grade the child observation paper, the reflection, the bioecological systems model, the timeline, and the game with the report. These rubrics will be available on Blackboard.

The rubric for the reflection will be on Chalk and Wire.

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply.

90 - 100% of total points possible	= A
80 - 89%	" = B
70 - 79%	" = C
60 - 69%	" = D
59% and below	" = F

The instructor reserves the right to drop a student's grade by one overall letter grade for each assignment that is not submitted.

An “incomplete” (I) will only be issued for continuing illness, death in the family, or emergency. Documentation must accompany any requests for an ‘I’ along with a statement with a completion date. All documentation will be kept on file.

All assignments are to be free of spelling and grammatical errors. Students in this class are preparing to be teachers. Teachers are to be knowledgeable in each subject area and are models for the students in their care. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. **Credit for others’ ideas or words must be cited in work.**

**All assignments must be turned in no later than noon on Thursday, December 13.**

#### **VIII. ATTENDANCE/WITHDRAWAL POLICY:**

Roll will be taken each class time. Class members are expected to attend **ALL** class sessions on time and fully prepared. Participation in classroom discussion and activities is desirable and expected. The interaction between various members of the class often leads to greater learning than any that could be provided by the instructor alone. Also consider that you are preparing for an occupation with a high degree of responsibility. Instructors consider your class attendance as an indicator of your commitment to the profession and a characteristic of reliability.

Out of respect for the instructor and fellow classmates and in order to maximize everyone’s learning, **all cell phones and pagers must be turned off or in the silent mode.** If you must answer your phone, please step out of the room. Text messaging should also not take place during class.

A student withdrawing from this course must initiate and complete withdrawal according to policy stated in the Cameron University Catalog. Students who cease to attend class and who do not bring an official Cameron drop form for the instructor’s signature will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of “W” in such a circumstance. The last date to withdraw from class without an entry on the transcript and with a full refund is August 31. The last date to withdraw from class with and automatic “W” is November 14. The last date to withdraw from class is December 3.

#### **X. COURSE OUTLINE AND SCHEDULE:**

Tentative schedule subject to change based on circumstances beyond the control of the instructor.

Unit chapter assignments marked with (\*) are READING chapters and will not be included on Unit Tests.

##### TEXT ASSIGNMENTS:

August 20-24 – Introduction; Syllabus; Chapter 1: Studying a Child’s World; Chapter 3: Forming a New Life\*

August 27-31 – Chapter 2: A Child’s World: How We Discover It, 4 Pregnancy and Prenatal Development\*

September 5-7 – Exam 1; Pretest for test 2; Chapter 7: Cognitive Development During the First Three Years

September 10-14 - Chapter 10: Cognitive Development in Early Childhood

September 17-21 – Chapter 13: Cognitive Development in Middle Childhood– Bioecological systems model due

September 24-28 - Chapter 16: Cognitive Development in Adolescence; Exam 2 (daytime class)

October 1-5 – Exam 2 (evening class); Chapter 8: Psychosocial Development During the First Three

## Years

October 8-12 – Chapters 11 Psychosocial Development in Early Childhood

October 15-17 – Chapter 14 Psychosocial Development in Middle Childhood

October 22-26 - Chapter 14 Psychosocial Development in Middle Childhood- Child  
Observation papers due

October 29-November 2 – Chapter 17 Psychosocial Development in Adolescence

November 5-9– Exam 3; Chapter 6: Physical Development and Health During the First Three  
Years

November 12-14 – Chapter 9: Physical Development and Health in Early Childhood – Timeline due

November 19-21 – Chapter 12: Physical Development and Health in Middle Childhood

November 26-30 — Chapter 15: Physical Development and Health in Adolescence –  
Game, report, and reflection due

December 3-10 – allows for flexibility; evening class final exam

December 13 – 8 a.m.–10 a.m. final exam

***It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.***

**Should an emergency arise while you are on campus and you are using a cell phone, the Cameron University emergency number is 581-2911.**

## XI. BIBLIOGRAPHY:

- Crouter, A. C., Whiteman, S.D., McHale, S.M., & Osgood, D.W.. (2007). Development of gender attitude traditionality across middle childhood and adolescence. *Child Development, 78*(3), 911-926.
- Gauvain, M. & Cole, M (2004). *Reading on the development of children. (4<sup>th</sup> ed)*. New York: Worth Publishers.
- Gillespie, L. G., & Seibel, N. L.. (2006). Self-regulation: A cornerstone of early childhood development. *Young Children, 61*(4), 34-39.
- Gonzalez-Mena, J., & Shareef, I.. (2005). Discussing diverse perspectives on guidance. *Young Children, 60*, (6), 34-38.
- Lally, J. R., & Mangione, P.. (2006). The uniqueness of infancy demands a responsive approach to care. *Young Children, 61*(4), 14- 20.
- Lynch, S. A., & Simpson, C. G.. (2005). Social stories: Tools to teach positive behaviors. *Dimensions of Early Childhood, 33*(2), 32-38.
- McDevitt, T. M. & Ormrod, J. E. (2002). *Child development and education*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Meece, Judith (2002). *Child and adolescent development for ducators. (2<sup>nd</sup> ed)*. Boston, MA: McGraw Hill.
- Quann, V., & Wien, C. A.. (2006). The visible empathy of infants and toddlers. *Young Children, 61*(4), 22-29.
- Shore, C. M.(2004). *The many faces of childhood: Diversity in development*. Boston, MA: Allyn and Bacon.
- Wentzel, K.R., Filisetti, L., and Looney, L.. (2007). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development, 78*(3), 895-910.