

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus

DEPARTMENT: Social Sciences

COURSE: PSY 126 Child & Adolescent Development

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: PSY 121

CO-REQUISITES: None

COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

Introduction to the processes of physical, cognitive, emotional, and social development during childhood and adolescence.

TEXT: Papalia, D., Olds, S. and Feldman, R. A Child's World W/CD, 11th edition, McGraw – Hill.

MATERIALS: None

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Identify the stages of the human life cycle through adolescence. (CCC 1, 2)
2. Describe the nature of developmental change from conception through adolescence. (CCC 1, 2, 8)
3. Identify the philosophical, theoretical, and methodological approaches to studying child and adolescent development. (CCC 1, 2, 8, 9)
4. Discuss key terms, principles, and processes integral to the understanding of child and adolescent development. (CCC 1, 2)
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each life cycle stage through adolescence. (CCC 1, 2, 8)
6. Recognize the main psychological issues and social problems specific to each stage of development. (CCC 1, 2, 8)
7. Discuss the transition from adolescence to adulthood. (CCC 1, 2, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Identify the stages of the human life cycle through adolescence.
 - 1.1 *Name and delineate the stages of the human life cycle from conception through adolescence.*
2. Describe the nature of developmental change from conception through adolescence.
 - 2.1 *Describe the basic genetics of conception, and patterns of genetic influence affecting human life through adolescence.*
 - 2.2 *List milestones of early gestation and pre-natal development, as well as, those found in early childhood, middle childhood and adolescence.*

3. Identify the philosophical, theoretical and methodological approaches to studying child and adolescent development.
 - 3.1 *Define and compare the stage theory and life events theories.*
 - 3.2 *Identify the major theorists in the field and explain the contributions of each.*
 - 3.3 *Differentiate between various research methods and designs relevant to child and adolescent studies; explain the advantages and disadvantages of each.*
4. Discuss key terms, principles and processes integral to the understanding of child and adolescent development.
 - 4.1 *Recognize and/or discuss how the mind, body and personality are formed, develop and change as a progression through the child and adolescent stages.*
 - 4.2 *Identify and discuss unique differences which influence child and adolescent development, including gender differences, parenting, environmental, and racial and ethnic differences.*
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social and moral development for each life cycle stage through adolescence.
 - 5.1 *Recognize and/or explain major physiological changes that occur within early, middle, and late childhood and adolescence.*
 - 5.2 *Identify, and/or list and/or describe age related health and pathology indicators of each stage.*
 - 5.3 *Identify the development of cognition, intelligence and memory within early, middle, and late childhood and adolescence.*
 - 5.4 *Recognize and/or summarize the emotional and social development of early, middle and late childhood and adolescence.*
 - 5.5 *Identify or explain moral development in childhood and adolescence*
6. Recognize the main psychological issues and social problems specific to each stage of development.
 - 6.1 *Identify common psychological issues involved in the childhood and adolescent periods of human development.*
 - 6.2 *Recognize social issues and/or problems that are common to each stage of childhood and adolescence.*
 - 6.3 *Identify various mental health concerns of childhood and adolescence.*
7. Discuss the transition from adolescence to adulthood.
 - 7.1 *Identify transition patterns of adolescents as they develop into adulthood.*

7.2 *Discuss the impact of the transition in 7.1 on the developing adolescent and his/her environment.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

Examinations: **60%**
(MPO 1-7)

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within the course syllabus. You are expected to make up any missed exams within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Childhood Observation: **15%**
(MPO 2,4,5,6)

Observe children in the Child Development Center or another social setting, not a home setting. The observation should be at least ½ hour in length. Identify actions, behaviors, milestones and/or concepts (social, cognitive or emotional, physical) that have been addressed in the text and/or course presentations. Write a paper that identifies the event(s) you have observe, describing the observation in detail and relating it to the concept you have linked it to. The paper should be a minimum of 2 pages, typed, double spaced , one inch margins, and a font no larger than 12. Your instructor will provide further details and instructions.

Adolescent Project: **15%**
(MPO 2,4,5,7)

Choose an area of interest about adolescence and conduct a library/web-based search for 3-4 articles about that area. Using the articles as your reference base, write a 2-4-page paper about your findings. The paper must be typed, double spaced, one inch margins, and a font no larger that 12. Be prepared to give a brief oral summary of your paper in class. Your instructor will provide further details and instructions.

Participation:
(MPO 1-7)

10%

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small groups work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activities will be graded and averaged together to comprise 10% of your final grade.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.