

# **PSY1082 Child Psychology, Intro.**

## **Course Syllabus**

### **COURSE REQUIREMENTS**

Child Psychology, Intro. is an introductory course. This course is a prerequisite for PSY2082 Child Psychology II. All students are eligible to take this course.

### **COURSE DESCRIPTION**

This course inspects the changes that occur with age and experience and how we can define these modifications. The scope of this course will target changes in physical growth, perception, cognition, social interactions and more. Children go through an extensive amount of changes and learning cycles as they mature. This course will consider how people amass language, monitor their emotions, establish moral reasoning, improvement of personality, and attachment to others.

You will secure an understanding of the breadth of development of a child from birth through adulthood. Early events in a child's life establish the infrastructure for whether the child will be successful or struggle with life. You will comprehend what the basic developmental processes in children look like, both how they transform over time and why the modifications occur.

### **LEARNING OBJECTIVES**

This course will give the student a preliminary knowledge of the subject and some depth in a few other areas. A recognition of the multitudinous changes that a child undergoes until he/she reaches adulthood will be attained. On occasion, development is abnormal resulting in one or more deficiencies and challenges for the child. This course takes a momentary look into that area as well. By the end of this course, all students should:

- Promote an intelligence of the major topics and arguments that continue to mold research in infant and child development
- Describe developmental changes in the physical, cognitive, and emotional/social strengths of children over the course of childhood
- Identify notable theoretical conceptions of childhood transitions
- Acquire functional knowledge of the behavioral skills of infants and children
- Recognize major needless risk factors that can jeopardize normal development
- Explain techniques to influence children's social development
- Relate procedures to build positive relationships with parents

### **ATTENDANCE**

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy.

Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

## **CLASSROOM BEHAVIOR**

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

## **TUTORIAL ASSISTANCE**

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: [tutordept@usilacs.org](mailto:tutordept@usilacs.org).

## **NON-DISCRIMINATORY STATEMENT**

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: [hr@usilacs.org](mailto:hr@usilacs.org).

## **DRESS CODE**

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to [www.merriam-webster.com/dictionary/business%20casual](http://www.merriam-webster.com/dictionary/business%20casual). NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

## **NETIQUETTE**

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.

- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

## **ADA ACCOMMODATIONS**

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office  
1221 Brickell Ave.  
Miami, FL 33131  
1-305-330-2202  
[registrarsoffice@usilacs.org](mailto:registrarsoffice@usilacs.org)

## **ACADEMIC DISHONESTY/CHEATING**

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit [www.citationmachine.net](http://www.citationmachine.net) for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

## **REFERENCE MATERIALS**

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

(2012) Introduction to Psychology. John Gabrieli, (Video)  
What is Child Psychology  
Major Themes in Developmental Psychology  
Piaget's Stages of Cognitive Development  
Piaget - Stage 1 - Sensorimotor, Object Permanence

A Typical Child on Piaget's Conservation Tasks  
Piagets- Stage 3- Concrete Operational  
Secure and Insecure Attachment  
(2014) Disorders in Childhood. OpenStax. CNX  
(2014) What is Lifespan Development? OpenStax CNX.  
(2012) Child Behavior. Jim Holladay. OpenStax CNX.

## **MINIMUM REQUIRED SUPPLIES**

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

## **GRADING SYSTEM**

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a “D” in order to pass the class.

## **ASSIGNMENTS**

### *Research Paper-*

Write on a topic of interest relating to child or adolescent development. You will have to interpret the literature you find, synthesize the information, and form a conclusion. This paper should be at least 2,000 words in length.

### *Family History Interview Project-*

A goal of this course is to better understand how our family experiences and interactions, both past and current, shape our development and our lives. Interview two

family members. The interviewed members must be from at least two different developmental stages. Spend at least 30 minutes with each individual and interact with them informally, i.e. play a game, talk about interests, share a meal. In addition interview them with a set of questions that you come up with. You are looking to find out how their experiences, in the family, have impacted their development. This paper should be at least 2,000 words in length.

*Early diagnosis essay-*

Should children under the age of two be diagnosed with a mental disorder if they meet diagnostic criteria? Write a thoughtful response to this question. There are no right or wrong answers, just provide support for your argument. This paper should be at least 1,000 words in length.

## **WEEKLY ASSIGNMENTS**

<b>Week 1</b>	Overview of course and coursework What does psychology encompass?
<b>Week 2</b>	Major Themes in Developmental Psychology
<b>Week 3</b>	Piaget's Stages of Cognitive Development
<b>Week 4</b>	Infant-Preschool Development <i>Research paper due</i>
<b>Week 5</b>	<b>Video review and Exam</b>
<b>Week 6</b>	Video Game Influence
<b>Week 7</b>	Adolescent Development
<b>Week 8</b>	Lifespan Development <i>Family history interview project due</i>
<b>Week 9</b>	<b>Video review and Exam</b>
<b>Week 10</b>	Theory of Mind
<b>Week 11</b>	ADHD
<b>Week 12</b>	Autism <i>Early diagnosis essay due</i>
<b>Week 13</b>	<b>Video review and Final exam</b>