

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**PSYC 220 – Child Development**

**Updated by: Barat Wolfe, Ph.D.**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
SPRING 2019**

- A. **TITLE:** Child Development
- B. **COURSE NUMBER:** PSYC 220
- C. **CREDIT HOURS:** 3 lecture hour(s) per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall or Spring

**G. COURSE DESCRIPTION:**

In this course, students will explore the growth and development of the child from conception to adolescence. A variety of major theories and research will be covered to give an overview of the changes that occur in areas such as cognition, personality, social relationships, family, behavior, physical development, and sociocultural factors throughout the life of the child. Applications to parenting, teaching, and current societal trends will be discussed. Students may receive credit for either PSYC 220 OR PSCY 225, but not both.

- H. **PRE-REQUISITES/CO-REQUISITES:** None  Yes  If yes, list below:  
Introductory Psychology (PSYC 101)

**I. STUDENT LEARNING OUTCOMES:**

By the end of this course, students will be able to:

<i>Course Student Learning Outcome [SLO]</i>	<i>PSLO</i>	<i>ISLO</i>
a. Demonstrate understanding of key concepts, principles, theories, and methods of childhood development	1. Knowledge Base in Psychology	5
b. Use scientific reasoning to review and interpret developmental research and findings in popular media	2. Scientific Inquiry and Critical Thinking	2 [IA]
c. Apply ethical thinking and cultural sensitivity to evaluate and assess developmental principles and theory, and applications to child care, parenting, and teaching	3. Ethical and Social Responsibility in a Diverse World	4 [ER, GL]
d. Demonstrate effective written and oral presentation skills to make evaluative and persuasive arguments relative to child development	4. Communication	1 [O,W]
e. Apply developmental theory and skills to complete course tasks using APA guidelines	5. Professional Development	5

KEY	Institutional Student Learning Outcomes [ISLO 1–5]
ISLO #	ISLO & Subset
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

**J. APPLIED LEARNING COMPONENT:** Yes  No

**K. TEXTS:**

Suggested text:

Martorell, G., Papalia, D. & Feldman, R. (2013). *A Child's World: Infancy Through Adolescence*. New York: McGraw Hill.

**L. REFERENCES:** To be determined by the instructor

**M. EQUIPMENT:** None  Needed: Technology enhanced classroom

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Exams, quizzes, essays, student presentations, writing assignments, and discussion

**P. DETAILED COURSE OUTLINE:**

I. Introduction: Issues and Basic Concepts

A. Normative age-graded, normative history-graded, non-normative influences

B. Cultural influences

C. History of childhood as a concept

II. Research Methods and Assessments

A. Experiment

1. Independent, Dependent, and Extraneous Variables

2. Experimental and Control Groups

3. Double-blind control

B. Non-experimental methods

1. Naturalistic observation

2. Case study

3. Correlational method

4. Quasi-experimental design

C. Cross-sectional and longitudinal design, cross-sequential design

### III. Theories of Development

- A. Behavioral & Social Learning Theory
- B. Psychoanalytic: Freud & Erikson
- C. Cognitive-Developmental Theory
- D. Family Systems Theory
- E. Other...Gessel,...

### IV. Heredity and Environment

- A. Basic genetics
- B. Types of gene-environment interactions

### V. Development in Infancy and Toddlerhood

- A. Sensory & Perceptual Capacities (sequence, timetable, app. assessment)
- B. Motor Development (sequence, timetable, & (appropriate assessment tools)
- C. Social Development in Infancy & Toddlerhood
  - 1. Temperament: assessment & controversy
  - 2. Parent-Infant Interactions
  - 3. Attachment, attachment types, separation and loss
  - 4. Timetable of Social Development
- D. Cognitive Development in Infancy
  - 1. Sensorimotor Sub-stages
    - i. Language Development in Infancy – theories and concepts of Skinner, Bandura, and Chomsky

### VI. Development in Preschoolers

- A. Physical Development
  - 1. Brain Development
  - 2. Motor Development & its assessment
  - 3. Perceptual Development & formal & informal assessment
- B. Cognitive Development in Preschoolers
  - 1. Freud & Erikson
  - 2. Social Learning Theory
  - 3. Attribution Theory
  - 4. Social Skills and their assessment
  - 5. Play: theories, types of, functions of, assessment
  - 6. Play Therapy
  - 7. Fantasy, Fears, Imaginary playmates, Lying, and Friends

### VII. Development in Middle Childhood

- A. Cognitive Development
  - 1. Transition to concrete operational stage
  - 2. Growth of metacognitive skills: verbal mediation, categorization . . .
  - 3. Memory changes and problem solving in middle school years
- B. Developmental Problems
  - 1. Autism & Childhood Psychosis
  - 2. Mental Retardation and Developmental Delays
  - 3. Family Dysfunction & its effects on the child

- C. Learning in School
  - 1. Cognitive Styles
  - 2. Learning math
  - 3. Learning to read
  - 4. Exceptional Students and Inclusion
- D. Social Development in Middle Childhood
  - 1. Psychoanalytic view of Erikson
  - 2. Developing a self-concept and sex-role development
  - 3. Friendship in middle childhood
  - 4. Acquiring social skills: behavioral theory, observational learning, attribution theory, prosocial behavior
  - 5. The development of morality and moral reasoning

## VIII. Development in Adolescence

- A. Physical Development
  - 1. Sequence of changes
  - 2. Effects of early and late maturation
- B. Cognition Development in Adolescence
  - 1. Formal Operational Stage
  - 2. Metacognition in adolescence
  - 3. Problem-solving and memory in Adolescence
  - 4. Ideology and adolescent egocentrism
  - 5. Moral Development Theories – Kohlberg and Gilligan
  - 6. Adolescent Egocentrism
- C. Social Development in Adolescence
  - 1. Erikson & Marcia on moratorium, and development of a positive self-image
  - 2. Relationship in the family and the development of independence
  - 3. Peer relationships
  - 4. Love and sex
  - 5. Problems: depression, suicide, pregnancy, crime, substance use, and abuse
  - 6. Developing a positive self-image

\*It is understood that the final organization of this course is left to the individual instructor. Nonetheless, there is a responsibility to teach this course in a manner that incorporates a broad theoretical content.

**Q.            LABORATORY OUTLINE: N/A**