



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Child Psychology

Course Number: PSY 255

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 48 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Introduces students to a comprehensive study of child development theory and practice covering genetic factors, prenatal and postnatal influences, and the distinctive characteristics of infant, preschool, school age, and adolescent development. The course emphasizes how cultural, economic, political, and historical contexts influence children's development and interactions with self, others, family, school, community and world.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

Upon successful completion of this course, students are prepared to:

- Identify the major concepts, theoretical perspectives, and historical trends in child psychology.
- Know and value the importance of the major developmental stages, milestones, and processes for children from conception through adolescence in the areas of physical, social emotional, intellectual, and language development.
- Identify how cultural, economic, political, and historical contexts influence children's development and make connections of the influence of these contexts to one's own development.
- Compare and contrast theoretical frameworks used in the field of child psychology.
- Understand and apply psychological principles to personal, family, and professional issues.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using objective investigative research methodologies.
- Explain the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development (Nature/Nurture Debate).

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Identify the major concepts, theoretical perspectives, and historical trends in child psychology.
- Know and value the importance of the major developmental stages, milestones, and processes for children from conception through adolescence in the areas of physical, social emotional, intellectual, and language development.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Identify the major concepts, theoretical perspectives, and historical trends in child psychology.
- Know and value the importance of the major developmental stages, milestones, and processes for children from conception through adolescence in the areas of physical, social emotional, intellectual, and language development.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.

- Compare and contrast theoretical frameworks used in the field of child psychology.
- Explain the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development (Nature/Nurture Debate).

Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, paper or performance in his her program.

- Compare and contrast theoretical frameworks used in the field of child psychology.

Lumina DQP Outcome 15: Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.

- Illustrates contemporary terminology used in the field.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using objective investigative research methodologies.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Understands and applies psychological principles to personal, family, and professional issues.



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Suggested Methods of Instruction:

Lectures, discussions, pre and post inventories, personal reflection papers, class activities, journals, field trips, guest speakers, videos, and research assignments.

Suggested Methods of Assessment Evaluation:

Attendance and participation, personal reflection paper, post inventory, child observation case study, special topic research paper, discussion journal.

Adopted Text at Time of Course Adoption/Revision:

Child Development, Fourteenth edition by John W. Santrock

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: The Nature of Child Development
- Week 2: Biological Beginnings
- Week 3: Prenatal Development and Birth
- Week 4: Physical Development and Health
- Week 5: Motor, Sensory, and Perceptual Development
- Week 6: Cognitive Development Approaches
- Week 7: Information Processing
- Week 8: Intelligence
- Week 9: Language Development
- Week 10: Emotional Development
- Week 11: The Self and Identity
- Week 12: Gender
- Week 13: Moral Development
- Week 14: Families
- Week 15: Schools and Achievement
- Week 16: Culture and Diversity

Section 1 & Section 2 approved by CRDAP on: 04 08 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012