



## CHILD PSYCHOLOGY - PSY220.910

<b>NAME OF COURSE:</b>	Child Psychology, Child Development: Stepping Stones
<b>COURSE #:</b>	PSY220.910
<b>FACULTY:</b>	Lisa Fozio-Thielk
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<b>TIMETABLE:</b>	All exams must be completed prior to <b><u>August 11, 2008</u></b> . If you have questions or concerns about meeting this deadline, contact the instructor.

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**COURSE DESCRIPTION:** A study of the physical, intellectual, and personality development of the child from the moment of conception through adolescence.

**COURSE OBJECTIVES:** This course is designed to provide the student with the opportunity to:

Explain research methodology employed in studying children.

Explain biological foundations and genetics from conception to birth.

Identify biosocial development from infancy to adolescence.

Describe cognitive development from infancy to adolescence.

Explain psychosocial development from infancy to adolescence.

**TEXTBOOKS & MATERIALS:** A textbook and study guide are available from the Waubonsee bookstore on the Sugar Grove Campus (Dickson Center) or Aurora Campus, or online at <http://waubonsee.collegestoreonline.com/>. Books may be ordered if not in stock.

The books are as follows:

**Required:** The Developing Person through Childhood and Adolescence,  
Berger, Kathleen. Sixth Edition

Telecourse Student Guide. Child Development: Stepping Stones.  
Berger, Kathleen. Sixth edition

An instructor created study guide is available at the end of this syllabus to assist you in your studies. The syllabus/study guide is also available by logging in to the WebCT.

**GRADING POLICY:** Your grade will be determined according to the average score you receive on the three (3) exams. There is a maximum of 180 points.

<u>Grade</u>	<u>Total Points</u>
A	85%
B	75%
C	60%
D	50%

**SEQUENCE:** Welcome to Child Psychology, Child Development: Stepping Stones. For many of you this will be the first time you have taken an independent study course. This course was designed to provide students with the flexibility of allowing them time to earn college credit by fitting the course into their schedule.

This course consists of viewing 26 video lessons, doing the assigned reading and, of course, taking the tests. There are no class meetings scheduled so you will be working on your own for the most part.

As soon as you register, I highly recommend starting the course. For each chapter you should review the instructor created study guide attached to your syllabus, utilize the Telecourse Student Guide , read the textbook, view the DVD's, study the key terms, and take any practice tests found in your books. The Exams will be made available in the assessment office on **May 27**.

**EXAMS:** There are three (3) 60 question multiple-choice exams. The exams cover material from both the text and DVD's, so both should be studied thoroughly. Each test is of equal weight in determining your final grade.

**The exams will be made available in the assessment office on **May 27**.**

The computerized exams can be taken in the Center for Learning Assessment on the Waubensee Sugar Grove or Aurora campus. The assessment centers are located on the first floor of Collins Hall on the Sugar Grove campus and on the first floor of the Aurora Campus. The Assessment Center hours are available at [http://www.waubensee.edu/prostudents/assessment\\_services/location.php](http://www.waubensee.edu/prostudents/assessment_services/location.php). It is your choice which assessment center to utilize. Be prepared to leave textbooks, notes, handbags, cell phones etc. with the assessment staff outside the testing room when taking a test. A photo ID is required to take any test. Exams must be completed in a single sitting. Keep in mind that no exams are given out in the half hour prior to assessment center closing.

The exams are computerized and are accessed by logging in to the WebCT. It is recommended that Telecourse students log in prior to testing. Login directions are available at <http://www.waubonsee.edu/onlinecourses/list/pdfs/GuideToWCCOnlineLoginProcedures.pdf> If you need further assistance, please contact the Distance Learning Office at 630-466-5711.

Grades will be shown immediately upon completion of the exams.

Exams should be taken after completing the following units according to your book. The telecourse student guide units roughly correspond to the chapters in the text that are listed below.

Test #	Telecourse Student Guide Sections and Videos	Chapters In Text
1	1-4	1-4
2	5-8 and 11-13	5-10
3	16-18 and 21-23	11-16

#### **HOW TO SUCCEED:**

I have found that successful students are able to set a regular schedule to work on the course *and* keep to it. In other words, they approach this course much the same way they would a face-to-face course, doing something each week, instead of trying to do all the readings and watching all the lessons at the end of the semester. For many students, the flexibility is an exciting new way to earn college credit, for others it is a disaster. If you find that you are having difficulty in getting the work done, give me a call. I might be able to give you some help.

#### **PLEASE NOTE:**

**Summer Semester students are expected to complete the course on or before August 11,** even if you register late in the semester. You may withdraw from the course by contacting the Admissions office.

**UNIQUE FEATURES OF COURSE:** Complete sets of DVDs are available for borrowing through the Distance Learning Office. The Distance Learning Office is located on the Sugar Grove campus in Collins Hall room 145. There is no fee to borrow a set of telecourse DVDS. If you are unable to come to the Sugar Grove campus to pick up a set, please call to explore your options. The phone number is 630-466-2402.

## Study Guide

### Chapter 1

Study of human development

- Explores
- Focus

Butterfly Effect

Ecological Approach

Macrosystem

3 domains of human development

Psychosocial domain

Cognitive domain

Socioeconomic Context

- Percentage of poverty
- Racial group
- Ethnic group

Experimental Research

### Chapter 2

Psychoanalytic theory perspective

Freud's first three stages

Erikson focus

Freud's focus

- Differences and similarities between both

Learning theories

Behaviorism

Operant conditioning

Social learning

### Chapter 3

Development and Influences

Gametes

DNA

Chromosomes

- Boy make-up
- Girl make-up

Zygotes sex

Faternal twins

Dizygotic twins

Phenotype

Genotype

Monozygotic

Inherited abnormalities

Amniocentesis

Down syndrome

## Study Guide

### Chapter 4

Germinal period  
Fetus period  
First 14 days  
Embryo period  
From ninth week until birth  
Teratology  
Nutrition and poverty  
Newborn's first moments  
Apgar  
Cerebral palsy  
Anoxia

### Chapter 5

Body size newborn  
Sensation and perception  
Motor skills of newborn  
Reflexes  
Gross and fine motor skills  
Nutrition

- Breast milk

### Chapter 6

Sensorimotor Intelligence/Stage  
Piaget accommodation  
Assimilation  
Sequence of language development  
Adaptations  
Tertiary circular reactions  
Secondary circular reactions  
Habituation  
Implicit memory  
Explicit memory

### Chapter 7

Infant emotions  
Stranger wariness  
Separation anxiety  
Synchrony  
Social referencing  
Psychoanalytic theory  
Stages of Freud and Erikson  
Watson/Behaviorism  
Attachment

## Study Guide

### Chapter 8

Body shape/Growth Rates  
Myelination  
Laterization  
Maltreatment  
Secondary prevention  
Tertiary prevention

### Chapter 9

Piaget/Preoperational Thought  
Centration  
Operationally  
Static reasoning  
Vygotsky  
Scaffolding  
Proximal development  
Preschooler memory  
Theory of mind  
Language/vocabulary preschoolers

### Chapter 10

Emotional regulation  
Internalizing problem  
Externalizing problem  
Self-concept  
Initiative versus guilt  
Prosocial and antisocial behavior  
Empathy  
Three styles of parenting  
Oedipus complex  
Electra complex

### Chapter 11

Growth of ages 7-11  
Childhood obesity  
Children with special needs  
    Aggression  
    Anxiety  
    Asperger  
    Depression  
Developmental psychopathology  
Learning disability  
Attention-deficit disorder

## Study Guide

### Chapter 12

Logical principles/Piaget  
Reversibility  
Information processing  
Sensory register  
Code-switching  
Formal/informal coding  
Kohlberg's moral development

### Chapter 13

Social cognitions  
Peer group  
Bullies and their victims  
Family structures

### Chapter 14

Puberty  
Hormones  
Sex glands  
Hypothalamus  
Gonads  
Pituitary  
Growth spurts/boys and girls  
Sexual characteristics  
Nutrition  
Anorexia/Bulimia nervosa

### Chapter 15

Cognitive development adolescence  
Inductive reasoning  
Deductive reasoning  
Personal fables  
Invincibility fable  
Imaginary audience  
Intuitive thought  
Adolescent egocentrism  
Analytic abilities  
Formal operational thought

### Chapter 16

Erikson's stages – adolescence  
Identity status  
Moratorium  
Foreclosure

Mood disorders  
Adolescent suicide  
Peer pressure