

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

PSY-201 Child Psychology

Basic Information about Course and Instructor

Semester/Year:

Course Number:

Meeting Times and Place:

Instructor:

Office Location:

Phone:

Office Hours:

E-Mail Address:

Course Description

PSY-201 Child Psychology is designed to help the student understand the significant stages of motor, cognitive, linguistic, emotional, and social development of the child as these are influenced by genetic, cultural, and individual forces from the prenatal period through middle childhood.

3 lecture 3 credits

Prerequisite: PSY-101

General Education Course

Social Science Elective

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1. Identify and describe important types of research in child psychology (e.g., experiment, case study, cross-sectional study, longitudinal study), and ethical issues in research involving children.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. Compare the roles of genetics (nature) and environment (nurture) in child development.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

3. Describe the major stages of prenatal development and of the birth process.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. Identify major teratogens in prenatal development and their effects (teratogens are factors that can have a negative effect on the developing organism).	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. Describe key aspects of physical, cognitive, emotional, and social development during infancy, early childhood, and middle childhood.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. Explain major theories of development including biological, behavioral, cognitive, and psychodynamic approaches.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. Analyze real-life situations involving caring for, raising, and teaching children using concepts learned in this course.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

This course examines various aspects of child psychology and child development in-depth. Students will learn about the major theories regarding children's physical, cognitive, emotional, and social development. Students also will learn about the major changes children undergo in each area of development during the pre-natal period, and during infancy, early childhood and middle childhood. A major focus will be on how "nature" (e.g., the influence of genetics and biology) and "nurture" (e.g., the influence of upbringing, environment, experience) affect development. Problems and disorders that may emerge during the pre-natal period, the birth process, and later in the child's life will be covered. Also emphasized will be how the course material may be applied to specific situations involving the care and education of children.

In addition to these mandatory components, individual instructors may decide to conduct a "field visit" to the BCC Child Development Center where children may be observed in the classroom. Guidelines for reports and/or presentations based upon these observations will be defined by the individual instructor. Instructors also may employ articles, films, articles and other multimedia supplements in the class.

Course Text

The required textbook for this course is:

Lefrancois, Guy R. Of Children: An Introduction to Child and Adolescent Development, Ninth Edition ISBN is 0534526055.

An optional book for this course is:

LeFrancois, Guy R. Study Guide for Of Children Belmont, CA: Wadsworth/Thomson Learning, 2001. ISBN 0534866204.

Research, Writing and/or Examination Requirements

As a General Education course, PSY-201 has a significant writing requirement integrated into the content of the course, including the preparation of out-of-class writing assignments that necessitate research. Written examinations also are required.

Grading Policy

The final course grade will be determined by the student's overall mastery of the subject matter as evidenced on exams, out-of-class writing assignments and class participation. All factors considered, class participation should not account for more than 15% of the final course grade.

Bergen Community College Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing and on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance/Lateness Policy in this Course: All students are expected to attend every scheduled class and to arrive punctually. Attendance will be taken at each class. Those who arrive late or leave early disrupt class. If you find that it is absolutely necessary for you to leave the class early, please consult with the instructor before beginning of the class, and take a seat close to the door so as not to disturb others when you leave. Penalties for absences and policies regarding make-up exams will be determined by the individual instructor, in keeping with the sections on Grading Policy and Bergen Community College Attendance Policy above.

OTHER COLLEGE, DIVISIONAL, AND OR DEPARTMENTAL POLICY STATEMENTS

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

The Bergen Community College Statement on academic integrity as found in the college catalog on page 43 is the following;

In cases when students are charged with academic irregularities, such as cheating during an examination or plagiarism in the preparation of an essay, laboratory report, or oral presentation, the instructor has the authority to:

1. Give the student a failing grade for the assignment if, within the course's total requirements, non-completion of that assignment would not constitute sufficient ground for failing the course; or,
2. Give the student a failing grade for the course if, within the course's total requirements, non-completion of that assignment would preclude the student's passing course.

The instructor must make a written report to the Vice President of Student Services of whatever action he or she has taken and its justification. In turn the Vice President of Student Services must send a copy of the instructor's report to the student. Within ten days of receipt of such notification, the student may appeal the decision in writing to the Vice President of Student Services. The Vice President of Student Services shall be responsible for maintaining a cumulative file of all infractions of academic dishonesty.

Two such offenses shall be sufficient grounds to suspend a student from the College. Thus, should it be verified that a student has committed a second such offense, the Vice President of Student Services, will report the matter to the Committee on Academic Standing and recommend an appropriate action.

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Services to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Services. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

The implementation of this policy requires that during quizzes or examinations the desk be completely clear of all books, papers, notes, computers and cell phones. All of these items should be placed on the floor under the seat and out of sight. The only item on your desk should be your quiz or exam and a pen or pencil. Students who need to use hand held computers for foreign language translation purposes, or who have to use such items because of special needs should first clear their use with the instructor.

Statement on Americans with Disabilities Act (ADA)

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Complaints should be addressed to the Manager of Training and Compliance, Office of the Executive Vice President, Room A-330, (201)612-5331, who has been designated to coordinate 504/ADA compliance efforts. (BCC Student Handbook, 2003, Page 42).

Sexual Harassment Statement

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Sexual harassment in any form constitutes prohibited, unprofessional and unacceptable conduct, and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered. (BCC Catalog, 2007-8, pages 59-60). See catalog for complete details.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (BCC Catalog 2007-8, pages 45-47).

The College’s entire Acceptable Use policy, administrative guidelines, and procedures may be found at <http://www.bergen.edu/acceptableuse>.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor’s office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not

possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

STUDENT AND FACULTY SUPPORT SERVICES

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS) [Room S-131; (201) 612-5270]. OSS is dedicated to serving students with physical, visual, learning, hearing, and emotional disabilities. If a student has been classified in high school or had a 504 plan, it is highly recommended that the student contact OSS during the college application process. A more detailed explanation can be found on the College web site www.bergen.edu Personal information is kept confidential. Examples of the types of accommodations and services include:

- Extended test taking time
- Organizational strategies
- Tutoring
- Career counseling
- Adaptive equipment computer labs
- Note takers
- Sign language interpreters

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The library is located on the first, second, and third floors in the L area of the megastructure. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (BCC Catalog 2007-8, page 62).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

- Academic Advising Center [Main Building, Room A-101; (201) 612-5480]
- Cooperative Education and Career Development Center [Main Building, Room C-100, (201) 447-7171]
- Child Development Center [East Hall]
- Counseling Center [Main Building, Room A-118; (201) 447-7211]
- Dental Hygiene Clinic [Main Building, Room S-327; (201) 447-7180]
- The Distance Learning Office {Main Building, Room C-334; (201)612-5581]

English Language Resource Center [East Hall, Room E-126]
 Health Services [Main Building, HS-100; (201) 447-9257]
 Math Lab [Main Building, Room C-110]
 Multimedia Lab [Main Building, Room S-250]
 Online Writing Lab (OWL) <http://www.bergen.edu/owl>
 Office of Testing Services (Main Building, Room S-127; (201)447-7203)
 Public Safety [Main Building; Room L-154; (201)447-7116]
 Tutoring Center, a.k.a. Learning Assistance Center [Main Building, Room L-125; (201) 447-7489]

Sample Course Outline and Calendar

Note to Students: **This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

<u>WEEK</u>	<u>TOPIC</u>	<u>TEXTBOOK READINGS</u>	<u>STUDENT LEARNING OBJECTIVES</u>
1	Studying the Child	Ch. 1	1
2	Theories of Development	Ch. 2	2,6
3	Conception, Heredity & Environment	Ch. 3	2,6,8
4	Prenatal Development	Ch. 4	2,3,4,6
5	Birth	Ch. 4	2,3,6
6	Infancy: Physical & Cognitive Development	Ch. 5	2,5,6,7
7	Infancy: Social Development	Ch. 6	2,5,6,7
8	Infancy: Emotional Development	Ch. 6	2,5,6,7
9	Early Childhood: Physical & Cognitive Development	Ch. 7	2,5,6,7
10	Early Childhood: Social Development	Ch.8	2,5,6,7
11	Early Childhood: Emotional Development	Ch.8	2,5,6,7
12	Middle Childhood: Physical & Cognitive Development	Ch. 9	2,5,6,7

13	Middle Childhood: Social Development	Ch. 10	2,5,6,7
14	Middle Childhood: Emotional Development	Ch. 10	2,5,6,7
15	Review & Summary		1-8

Dates for Exams: to be scheduled by individual instructors

Due Dates for Written Assignments: to be scheduled by individual instructors