

UC 12142 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: PSYC College: CLASS
2. Faculty Contact Person: Suzanne Kieffer Telephone: 3-8504 Email: kieffer@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
PSYC / 2350 / Child Development
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
PSYC / 2350 / CHILD DEVELOPMENT
 - SCH: 3.00 Level: SO CIP Code: 422703001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BA/BS
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info, must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PSYC / 2350 / Child Development
 - Course ID: 40516 Effective Date (currently active row): 82210

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: PSYC 1300. Description (30 words max.): (formerly PSYC 3360)
 Intellectual and social development in children and the factors that affect this process.

10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Psychology, CLASS

Person Making Request: Suzanne Kieffer

Telephone: 3-8504

Email: kieffer@uh.edu

Dean's Signature: _

Date: 09-10-12

Course Number and Title: PSYC 2350: Child Development

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will learn historical perspectives as well as current theory and research in the areas of prenatal, perceptual, cognitive, linguistic and social development.

*Students will gain an understanding of the process of development and will learn to appreciate the multiple sources of influence on the developing child.

*Students will acquire knowledge of research issues and methodologies used to investigate developmental topics.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 1-2 page paper that requires them to analyze a primary source and to use that source as evidence for a broader discussion about the biological, cognitive and social dimensions of human development.

Sample paper assignment:

A central task of developmental psychology is to account for the manner in which biological factors combine with environmental factors to produce a developmental trajectory in the individual. After choosing an empirical article from the list provided by your instructor, summarize one line of evidence indicating that even prenatal development is influenced by the environment. Then extrapolate the role of environment to later cognitive and social development. Explain how the most important environmental variables change between infancy and early adolescence. To what extent does the society in which the child lives have an obligation to optimize the child's environment?

Communication Skills:

In the paper described above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

In the paper described above, students will demonstrate their ability to understand and use empirical and quantitative skills.

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the paper described above, students will demonstrate their understanding of a society's responsibility for providing an advantageous environment for the development of its children.

Personal Responsibility:

[Click here to enter text.](#)

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The requirement for the 1 to 2 page paper will remain constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature

**Psychology 2350
Child Development**

Pamela Miller, Ph.D.

Fall, 2012

Required Text: Santrock, John (2011). Child Development. Thirteenth Edition.

Learning Outcomes: The goal of this course is to provide a general introduction to the study of child development from conception to early adolescence. In this course students will:

- 1) learn historical perspectives as well as current theory and research in the areas of prenatal, perceptual, cognitive, language, and social development.
- 2) gain a better understanding of the process of development and appreciate the multiple sources of influence on the developing child.
- 3) acquire knowledge of research issues and methodologies used to investigate developmental topics.

Class Format: This class is an entirely on-line course available through Blackboard Learn 9. You will watch power point presentations, take weekly assessments, participate in discussion boards, and get all announcements via this system. If you have ANY issues regarding accessing Blackboard or this course, contact the IT Help Desk at 713-743-1411.

Power Point Presentations: Watching the power point lectures will be *necessary* to complete the course successfully. Much of the material covered in the power point presentation is not covered in the book. Further, the audio portion of the lecture will contain material not on the power point slides so make sure you are listening to the entire presentation.

Assessments: There will be weekly quizzes as well as a midterm and final exam.

Weekly Quizzes: The weekly quizzes will be 10 question quizzes over both the power point content and book material. I will allow you to drop your 3 lowest quiz scores for the semester. If for ANY reason you are unable to take the quiz during the "open" time, this may be one of your dropped quiz scores. I will NOT give make-up quizzes or allow students to take quizzes at later dates. Each quiz will be worth 10 points. Please note the "open" and "close" dates for quizzes on the calendar.

Midterm & Final: The midterm and final exam will be a 2-hour, on-line exam that will be open for a period of 48 hours so you may take the exam at your convenience during the open period. Once you start the exam, you will have two consecutive hours to finish it. Each exam will be worth 100 points.

Discussion Board: On 10 occasions I will post discussion questions covering topics from the previous week and the upcoming week. I expect each student to post to the discussion board at least twice each week replying at least once to me and once to other students' comments. I will be monitoring posts, and you will be getting a weekly participation grade (5 pts per week possible).

Extra Credit: There will be two opportunities for extra credit this semester. I will post an extra credit quiz before each of the major exams (midterm and final). The questions on the extra credit quiz will consist of the most missed items on the previous quizzes. Watch blackboard announcements for the details about extra credit.

Grading:

10 quiz grades: 100

Midterm: 100

Final Exam: 100

10 Discussion Board participation grades: 50

Total points: 350

Grading will be based on the following scale:

A	322-350	B-	280-286	D+	231-244
A-	315-321	C+	266-279	D	217-230
B+	301-314	C	252-265	D-	210-216
B	287-300	C-	245-251	F	209 or below

Academic Honesty Policy: Students are responsible to know and comply with the Academic Honesty Policy stated in the UH catalog. Any form of cheating on examinations or papers could result in a severe grade penalty or failure of the course.

Contact Information: To get in touch with me, you can contact me via e-mail: pmiller2@mail.uh.edu.

Class Schedule

Week 1: Aug 27

Topic: Theory/Issues

Reading: Santrock, Chapter 1 pp. 4-30

Lectures: Introduction, What Is a Theory?, Five Theories, Issues/Controversies

Discussion Board: none

Quiz: Quiz 1 will be open from 8 a.m. Thursday, Aug 30 and will close at 8:00 p.m. Saturday Sept 8.

Week 2: September 3

Topic: Methods

Reading: Santrock, Chapter 1 pp. 30-40

Lectures: Data Collection, Research Designs, Developmental Designs, Infant Techniques

Discussion Board: Making sure we are connected (1 extra credit point on Quiz 2 with any reply by Monday, Sept. 10)

Quiz: Quiz 2 will be open from 8 a.m. Saturday, Sept. 1 and will close at 8:00 p.m. Saturday Sept. 8.

Week 3: September 10

Topic: Genetics, Prenatal Development, and Birth

Reading: Santrock, Chapter 2 & 3 pp. 50-104

Lectures: Conception, Prenatal development, Prenatal testing, birth process, C-sections

Discussion Board: none

Quiz: Quiz 3 will be open from 8 a.m. Saturday, Sept. 8 and will close at 8:00 p.m. Saturday Sept. 15.

Week 4: September 17

Topic: Infant Motor, Sensory, and Perceptual Development

Reading: Santrock, Chapter 5 pp. 141-167

Lectures: Infant Perception Vision, Infant Perception Auditory

Discussion Board: Topics will be posted on Tuesday, September 18. Responses due by Monday, Sept. 24

Quiz: Quiz 4 will be open from 8 a.m. Saturday, Sept. 15 and will close at 8:00 p.m. Saturday Sept. 22.

Week 5: September 24

Topic: Cognitive Development: Piaget/Vygotsky

Reading: Santrock, Chapter 6 pp. 170-198

Lectures: Piagetian concepts, Piagetian stages part 1, Piagetian stages part 2, Evaluating Piaget, Vygotsky

Discussion Board: Topics will be posted on Tuesday Sept 25; Responses due by Monday, Oct 1

Quiz: Quiz 5 will be open from 8 a.m. Saturday Sept. 22 and will close at 8:00 p.m. Saturday Sept. 29.

Week 6: October 1

Topic: Information Processing

Reading: Santrock, Chapter 7 pp. 199-232

Lectures: Store Model

Discussion Board: Topics will be posted on Tuesday, October 2; Responses due by Monday, Oct 8

Quiz: Quiz 6 will be open from 8 a.m. Saturday Sept. 29 and will close at 8:00 p.m. Saturday October 6.

Week 7: October 8

No New Material: Midterm

No Discussion Board

Extra Credit Quiz: The extra credit quiz will be open from Saturday October 6 at 8 p.m. until Thursday October 11 at 8 p.m.

Midterm: The midterm will be open from 8 p.m. Thursday, October 11 and will close at 8 p.m. Saturday October 13.

Week 8: October 15

Topic: Language

Reading: Santrock, Chapter 9 pp. 258-285

Lectures: Language

Discussion Board: Topics will be posted on Tuesday, October 16; Responses due by Monday Oct 22

Quiz: Quiz 7 will be open from 8 a.m. Saturday, October 13 and will close at 8:00 p.m. Saturday October 20.

Week 9: October 22

Topic: Emotional Development

Reading: Santrock, Chapter 10 pp. 288-321

Lectures: Early Theories, Bowlby, Measuring Attachment

Discussion Board: Topics will be posted on Tuesday, October 23; Responses due by Monday, Oct. 29

Quiz: Quiz 8 will be open from 8 a.m. Saturday, October 20 and will close at 8:00 p.m. Saturday October 27.

Week 10: October 29

Topic: Self and Identity

Reading: Santrock, Chapter 11 pp. 322-343

Lectures: Self-concept, Self-esteem

Discussion Board: Topics will be posted on Tuesday, October 30; Responses due by Monday, Nov. 5

Quiz: Quiz 9 will be open from 8 a.m. Saturday, October 27 and will close at 8:00 p.m. Saturday November 3.

Week 11: November 5

Topic: Gender Development

Reading: Santrock, Chapter 12 pp. 344-363

Lectures: Gender, Gender Theories

Discussion Board: Topics will be posted on Tuesday, November 6; Responses due by Monday, Nov. 12

Quiz: Quiz 10 will be open from 8 a.m. Saturday, November 3 and will close at 8:00 p.m. Saturday November 10.

Week 12: November 12

Topic: Moral Development

Reading: Santrock, Chapter 13 pp. 364-391

Lectures: Moral Development, Aggression

Discussion Board: Topics will be posted on Tuesday, November 13; Responses due by Monday, Nov. 19

Quiz: Quiz 11 will be open from 8 a.m. Saturday, November 10 and will close at 8:00 p.m. Saturday November 17.

Thanksgiving Week—no assignments

Week 13: November 26

Topic: Families

Reading: Santrock, Chapter 14 pp. 394-425

Lectures: Parenting styles, Fathers, Physical punishment, Effective discipline

Discussion Board: Topics will be posted on Tuesday, Nov 27; Responses due by Monday, Dec. 3

Quiz: Quiz 12 will be open from 8 a.m. Saturday, November 24 and will close at 8:00 p.m. Saturday December 1.

Week 14: December 3

Topic: Peers

Reading: Santrock, Chapter 15 pp. 426-451

Lectures: Peers

Discussion Board: Topics will be posted on Tuesday, Dec 4; Responses due by Monday Dec. 10

Quiz: Quiz 13 will be open from 8 a.m. Saturday, December 1 and will close at 8:00 p.m. Saturday December 8.

Week 15: December 10

No New Material

No Discussion Board

Extra Credit Quiz: The extra credit quiz will be open from Saturday December 8 at 8 p.m. until Tuesday December 11 at 8 a.m. (Note as soon as the final exam opens, the extra credit quiz will be closed).

Final Exam: The final exam will be open at 8 a.m. December 11 and will close at 8:00 p.m. on December 13