SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Studying Children and Adolescents in the Schools
COURSE NUMBER: EDUC-0161
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
The course is an introduction to the psychological study of children and adolescents and their behavior in the school setting. Emphasis is placed on techniques of observing individuals and describing their characteristics. Twelve hours of observations in various classroom settings to observe individuals at different age levels and identify cognitive, socio-emotional, and psychomotor developmental patterns, is required.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I Making a Difference in the Lives Children and Adolescents
A. Basic Issues in the Study of Development
B. Periods of Development

II Using Research to Understand Children and Adolescents
A. Beliefs about Child Development
B. Developmental Research Methods

III Biological Beginnings
A. Genetic Foundations of Child Development
B. Nature and Nurture

IV Physical Development
A. The Brain and Its Development
B. Special Physical Needs

V Family, Culture, and Community
A. Family Structures
B. Family Processes
C. Ethnicity, Culture, and Gender
D. Influence and Partnerships within families

VI Cognitive Development: Piaget and Vygotsky
A. Piaget Theories
B. Vygotsky
C. Comparing Piaget and Vygotsky

VII Cognitive Development: Cognitive Process
A. Information Processing
B. Metacognition

VIII Intelligence
A. Measuring Intelligence
B. Effects of Heredity and Environment on Intelligence
C. Group Differences in Intelligence

IX Language Development
A. Trends in Language Development
B. Development of a Second Language

X Development in the Content Domains
A. Theories of Literacy Social Cognition
B. Development of Reading
C. Development of Writing
D. Exceptionalities of Reading and Writing

XI Emotional Development
A. Origins and Development of Attachments  
B. Attachment security and later development  
C. Promoting Children’s Emotional Development  
D. Erickson’s Theory and Critique  

XII Development of Self and Social Understanding  
A. Sense of Self  
B. Social Cognition  

XIII Development of Motivation and Self-Regulation  
A. Motivation  
B. Self Regulation  
C. Moral Development  

XIV Peers, Schools, and Society  
A. Prosocial and Aggressive behavior Culture and Ethnicity  
B. Peer Relationships Religious Affiliation  
C. Romantic Relationships and Sexuality  
D. Neighborhood and community  

EXPECTED LEARNER OUTCOMES:  
A. The student will be able to describe the basic issues in the study of development.  
B. The student will be able to describe periods of development.  
C. The student will be able to discuss developmental research methods.  
D. The student will be able to review physical development.  
E. The student will be able to discuss families.  
F. The student will be able to discuss cognitive development.  
G. The student will be able to discuss intelligence.  
H. The student will be able to review language development.  
I. The student will be able to describe literacy.  
J. The student will be able to review personal and emotional development.  
K. The student will be able to discuss social understanding and moral development.  
L. The student will be able to describe motivation and self-regulation.  
M. The student will be able to describe interpersonal relationships.  
N. The student will be able to describe the context of development.  

COURSE COMPETENCIES:  

The student will be able to describe the basic issues in the study of development.  
1. The student will be able to identify the basic issues in the study of development.  

The student will be able to describe periods of development.  
2. The student will be able to list the periods of development over the lifespan.
3. The student will be able to explain the beliefs about child development.

*The student will be able to discuss developmental research methods.*
4. The student will be able to explain the developmental research methods.

*The student will be able to review physical development.*
5. The student will be able to describe nature and nurture.
6. The student will be able to explain brain and its development.
7. The student will be able to describe special physical needs.

*The student will be able to discuss families.*
8. The student will be able to discuss influences within families, and partnerships with families.
9. The student will be able to explain culture and ethnicity.

*The student will be able to discuss cognitive development.*
10. The student will be able to explain Piaget and Vygotsky’s theories of development.
11. The student will be able to explain Information-Processing theory.
12. The student will be able to describe metacognition and neo-piagetian perspectives.

*The student will be able to discuss intelligence.*
13. The student will be able to explain theories and measurement techniques of intelligence.
14. The student will be able to explain group differences in intelligence.

*The student will be able to review language development.*
15. The student will be able to describe trends in language development.
16. The student will be able to explain the development of a second language.

*The student will be able to describe literacy.*
17. The student will be able to explain theories of literacy.
18. The student will be able to describe the development of reading and writing.

*The student will be able to review personal and emotional development.*
19. The student will be able to describe the origins of attachment.
20. The student will be able to describe attachment security and later development.
21. The student will be able to explain Erickson’s theory, and critique of the theory.

*The student will be able to discuss social understanding and moral development.*
22. The student will be able to explain the moral development and social cognition.
The student will be able to describe motivation and self-regulation.
23. The student will be able to describe motivation using the trait and cognitive perspectives.

The student will be able to describe interpersonal relationships.
24. The student will be able to identify prosocial and aggressive behavior.
25. The student will be able to discuss peer and romantic relationships.

The student will be able to describe the context of development.
26. The student will be able to discuss religious affiliation and socio-economic status.
27. The student will be able to discuss the impact of community, neighborhood, and the media in development.

ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670 V/TDD.