CBM003 ADD/CHANGE FORM

1. Department: PSYC  College: CLASS
2. Faculty Contact Person: Suzanne Kieffer  Telephone: 3-8504  Email: kieffer@oh.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: SQ  CIP Code: 422703001  Lect Hrs: 3  Lab Hrs: 0
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

- Created on 10/1/12 7:30 AM -
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
Date: 09-10-12

Course Number and Title: PSYC 2350: Child Development

Please attach in separate documents:
- X Completed CBM003 Add/Change Form with Catalog Description
- X 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 understand 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/Poliical
☐ 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):

- X Critical Thinking  ☐ Teamwork
- X Communication Skills  ☐ Social Responsibility
- X Empirical & Quantitative Skills  ☐ Personal Responsibility

v.5/10/12
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, indicate 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

v.5/10/12
Psychology 2350  
Child Development  
Pamela Miller, Ph.D.  
Fall, 2012


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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>322-350</td>
</tr>
<tr>
<td>B-</td>
<td>280-286</td>
</tr>
<tr>
<td>B</td>
<td>266-279</td>
</tr>
<tr>
<td>B+</td>
<td>252-265</td>
</tr>
<tr>
<td>C</td>
<td>245-251</td>
</tr>
<tr>
<td>A-</td>
<td>315-321</td>
</tr>
<tr>
<td>C+</td>
<td>280-286</td>
</tr>
<tr>
<td>D</td>
<td>217-230</td>
</tr>
<tr>
<td>D-</td>
<td>210-216</td>
</tr>
<tr>
<td>F</td>
<td>209 or below</td>
</tr>
</tbody>
</table>

**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
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 3 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 II 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 37; 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.