



[www.donnnavandergrift.com](http://www.donnnavandergrift.com)

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**DISCLAIMER:** This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online quizzes and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead. For this course, you will be using a program called Connect within Blackboard. This is REQUIRED and you will have to purchase it.

**BLACKBOARD:** Go to <http://bcc.blackboard.com> or to my website for a direct link. Login by typing your entire first-name\_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

**COUSE DESCRIPTION** This course is a study of growth, adjustment, and capacities of children from conception through adolescence. Emphasis will be placed on the study of normal children.

**TEXT BOOK** Martorell, G.A., Papalia, D.E., & Feldman, R.D. (2014). *A child’s world: Infancy through adolescence*. (Thirteenth Edition) McGraw Hill, New York, NY.

You will be using Gabriela Martorell’s *A Child’s World: Infancy through Adolescence*, 13th Ed. To do well in the class you will need to rely heavily on the material presented in eBook/textbook along with the assignments in McGraw-Hill’s Connect online learning platform.

You can buy the course materials in a variety of ways:

- The college bookstore has the book with the access code.
- You can purchase Connect access directly through the publisher when you click on your first assignment (you will be prompted to purchase access for \$85). This is the “all digital” option. It will give you access to assignments and an interactive eBook which is called SmartBook.
  - If you find that you want a print book, you can order one through Connect for \$15 and a loose leaf will be shipped to you.

**NOTE: All of you have the option to try the eBook free for two weeks when registering for Connect.**

- COURSE OUTCOMES**
1. Develop the ability to think critically about major issues and controversies related to child development.
  2. Understand child development from multiple theoretical perspectives and approaches.
  3. Identify and critically evaluate ethical issues related to the care and development of children, as well as ethical issues related to psychological research.
  4. Develop an appreciation of both group and individual differences as they pertain children, including the impact of issues such as culture, race, gender, religion, and SES.
  5. Develop a basic understanding of research methods and the interpretation of quantitative results, such as correlation.
  6. Compare and contrast the major theories of child development.
  7. Analyze the interplay between biology, social environment, personality and cognitive factors in shaping child development
  8. Identify major developmental milestones and developmentally appropriate behavior at each stage of children’s development.
  9. Differentiate between group and individual differences that shape child development.

## WORKLOAD EXPECTATIONS / HOMEWORK

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. If you are not doing well in this course, this is the first thing to look at. To ensure your success in this class, start the course with this level of effort and modify, if needed, as the semester continues.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. **It is your responsibility to master this material**, but you can see me for assistance at any time. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

## EVALUATION

1. There will be **four (4)** in class Unit Tests. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use.
2. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. A written explanation from student is required before consideration for make-up will be given. Do not ask to take a make-up without having the written explanation
3. There will be On-line activities in Connect that you will complete within the course Blackboard site. You can access this site from my webpage or at <http://bcc.blackboard.com>.
4. You will complete **one Course Project**. There are two options for this project.
5. Other assignments may be given during the class. Ten percent of the grade will be deducted for every class session an assignment is late. Assignments will not be accepted after two past the due date. Descriptions of the project are below.

## GRADING

Your grade in this course will be based on your performance on assignments and quizzes/ tests, not on your effort. You will NOT have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests and Assignments.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, the student must be making satisfactory progress.

## ATTENDANCE

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

## ACADEMIC INTEGRITY

Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Any form of academic dishonesty will result in academic consequences and possible other sanctions. All acts of academic dishonest are reported to the college and will be tracked in a college-wide database.

**CONTACTING THE INSTRUCTOR**

Office Location - 314 Academic Bldg., Pemberton Campus  
Office Hours - Mon. 12:30 – 1:30 (Briggs Rd.)  
Tues. & Thurs. 8:30 – 9:30 (Acad 314)  
Wed. 10:00 – 11:00 (Briggs Rd.)  
Fri. 11:30 – 12:30 (Briggs Rd.)  
Advising Hours - Mon. 10:00 – 11:00 (Briggs Rd.)  
Wed. 9:00 – 10:00 (Briggs Rd.)

*Use the [Book Now](#) link on my website to make Advising and Office Hour Appointments.*

Phone - (609) 894-9311 or (856) 222-9311 x1251  
Email - [dvandergrift@bcc.edu](mailto:dvandergrift@bcc.edu)  
Home Page - [www.donnavandergrift.com](http://www.donnavandergrift.com)

**EMAIL POLICY**

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. **In the subject line, you must include your full name and the course and section number.** Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

I will check my email during the work week frequently. I will return your emails within two business days. You are expected to check your BCC e-mail account and your Blackboard account frequently. Important course messages are sent ONLY to those accounts. These messages could directly impact your grade.

**EXTRA CREDIT**

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. **Extra credit cannot change a failing grade to a passing grade.**

## TENTATIVE SCHEDULE/GRADING

If changes in tests or assignments occur, the points needed for each grade may change.

Percentages will not change.

	<u>Date</u>
Test 1 – Chapters 1- 4 (50 - 75 pts.)	2/15
Test 2 – Chapters 5 - 7 (50 - 75 pts.)	3/2
Test 3 – Chapters 8-14 (50 – 75 pts.)	4/11
Test 4 – Chapters 15- 17 (50- 75 pts.)	Exam Week
Course Project (75 pts.)	4/6
Blackboard Activities (100 pts.) (All points will be added together and percentage correct will be turned into 100 pts. For example, if you scored an 88% on all assignments, you would receive 88 pts.)	Dates on Blackboard

Grades are calculated through the points earned on each assignment and tests. Percentages are then taken from the points you have earned divided by the total points in the course.

Points Earned	Final Percentages	Letter Grade
350 – 315	100 - 90	A
314 – 305	89 – 87	B+
304 – 280	86 – 80	B
279 – 270	79 – 77	C+
269 – 245	76 – 70	C
244 – 210	69 – 60	D
209 and below	59 – 0	F

## COLLEGE POLICIES AND SERVICES

### College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at [www.bcc.edu/publications](http://www.bcc.edu/publications). Important policies and regulations include, but are not limited, to the following:

- College Attendance Policy
  - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session.
- Grading Standards
  - ◊ Withdrawal (W) and (ST) and Incomplete Grades (I & X)
    - ◊ A student may withdraw from a course and receive a grade of “W” up to the end of the ninth week of classes in a semester or up to an equivalent time in a given term. Students who wish to withdraw must complete a withdrawal form and return it to the Registration office. Students who fail to withdraw and stop attending will receive a ST grade.
    - ◊ In order to receive an “X” (Extended Incomplete) or an “I” (Temporary Incomplete) grade, the student must be making satisfactory progress.
- Student Code of Conduct
- Academic Dishonesty/Plagiarism and Civility
  - ◊ Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty.
- Use of Communication and Information Technology

### Student Success Services

[www.rcbc.edu/student-services](http://www.rcbc.edu/student-services)

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at [www.rcbc.edu/publications](http://www.rcbc.edu/publications).

Academic Advisement (<http://www.rcbc.edu/advising>)

- The Office of Academic Advising helps students with the selection of academic majors, placement testing information, general programmatic questions, as well as assistance with WebAdvisor, academic amnesty, student-instructor advocacy, and the like. Academic advising is available through walk-in sessions, appointments and e-advising.

Career Services (<http://www.rcbc.edu/careers>)

- RCBC's Career Services Center provides a full range of free career resources and assistance to students and alumni. Career Services has an online job board with on and off campus positions as well as internships. Make an appointment to receive assistance with resume and cover letter writing or preparing for an interview. Student can also take a career assessment and meet with a career counselor to identify a career path and choose a major.

Educational Opportunity Fund (EOF) (<http://www.rcbc.edu/eof>)

- The EOF Program is dedicated to providing access to higher education for students who have the potential and demonstrated motivation to succeed in college, but who have not been able to realize their potential because of their economic background. The program is comprehensive in its approach and ensures student success by providing financial assistance and special support services.

Financial Aid ([www.rcbc.edu/financialaid](http://www.rcbc.edu/financialaid))

- RCBC has a comprehensive financial aid program that includes scholarships, grants, loans and work-study opportunities to assist students in meeting college costs.

International Students Office (<http://www.rcbc.edu/international>)

- o The International Office oversees compliance and responsibility of financial support, academic progress and immigration status with the United States Citizenship and Immigration Service (USCIS). The International Office provides academic advising and cross cultural services as well as acts as the USCIS liaison. The office also provide programs and activities for international and foreign-born students to help provide a comfortable cultural adjustment period.

Library/Integrated Learning Resource Center (ILRC) (<http://www.rcbc.edu/library>)

- o The Integrated Learning Resource Center, located on the Pemberton campus, and the Library located on the Mount Laurel campus, offer a variety of resources to academically support our students. Both libraries are staffed with professionals ready to assist students with their research both on and off campus.

Office of Veteran Services (<http://www.rcbc.edu/vets>)

- o The Military Education and Veteran Services Department at RCBC offers assistance to military-affiliated students. While primary emphasis is placed on education, information and assistance is also provided to students and community residents for veteran, military and military-dependent educational benefits.

Student Support Counseling (<http://www.rcbc.edu/cpit>)

- o RCBC recognizes that attending college, paired with life circumstances, can be stressful and overwhelming at times. Student Support Counseling is available to provide students with the support and referral services needed in order to become productive members of the college community. Counseling services are confidential and free of charge to currently enrolled students.

Test Center (<http://www.rcbc.edu/testcenter>)

- o The RCBC Test Center provides testing services to the college community. Test Centers are located on the Pemberton and Mt. Laurel campuses.

Transfer Services (<http://www.rcbc.edu/transfer>)

- o The Transfer Center assists students in developing academic plans for graduation from BCC and transfer to four-year colleges and universities. The College has formal transfer agreements with many schools throughout the region and across the country and these are designed to facilitate the transition from BCC to baccalaureate programs. Students interested in transferring to four-year schools need to start their planning as early as possible in their academic careers.

Tutoring Center (<http://www.rcbc.edu/tutoring>)

- o RCBC offers free tutoring in a variety of disciplines for all currently enrolled students. Appointments are scheduled at the mutual convenience of the student and tutor; and, all tutoring takes place in designated locations on college property.

### **Office of Student Support and Disability Services**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, [disabilityservices@bcc.edu](mailto:disabilityservices@bcc.edu), or <http://www.rcbc.edu/studentssupport>.

## Course Project

### Psy 251 - Child Psychology

You have a couple of options to fulfill the course project requirement. Select one of the following. More detailed explanations are attached.

1. **Service Learning**

Service Learning means getting involved in the communities in our area. Selecting this option requires that you locate and make arrangements to volunteer in an area of development that you are interested in. A minimum of 8 hours is to be contributed throughout the semester. You will complete a paper that includes your reactions to your experience and application of the research and theories learned throughout the semester. The paper is expected to be approximately 6 pages in length, which includes an expectation and reflection section. You will describe your experiences during your visits and apply the theories and research that relate to the development you are observing. This is a wonderful opportunity to become involved in an area that you are interested in and a way to give back to our community. It has also led to job and career opportunities for other students.

2. **Annotated Bibliography**

Select a topic of interest related to material covered in this course. You will be expected to explore this topic in more depth by writing an annotation on three research articles in the area of Child and Adolescent Psychology and summarizing the findings of the TWO related articles. The paper is to be approximately 6 pages in length using APA format. You must also upload PDF copies of your articles.

**Paper should be submitted as an Attachment in the course Blackboard Assignment function. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.**

You will be graded on the content of these projects as well as the written presentation, which includes spelling, typos, grammar, neatness, etc. Please proofread carefully.

**BEWARE: Any paper found guilty of plagiarism will receive a ZERO.** Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor.

## SERVICE LEARNING PROJECT

Service learning means involvement in the communities directly related to and impacted by college courses. You are required to locate and make arrangements to volunteer in an area of development that you are interested in (a paid job that you currently hold is not acceptable). The instructor is available to assist in finding an acceptable location. A minimum of **8 hours** is to be contributed throughout the semester.

A service learning agreement must be completed and turned in by the beginning of the fourth week of the semester. This is to be signed by both you and the individual on-site who will supervise your experience.

Your paper should be typed and relatively free of grammatical, typographic, and spelling errors. It should include the following:

**Title Page** - Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper. This also includes font, margins, spacing, etc. 5 pts.

**Expectation and Reflection** - Prior to beginning your service learning experience, complete and save an expectation where you state the location of your service learning including the population you will be working with, and what your hopes, anxieties, expectation, etc. are about the experience. This will be handed in with the completed paper. At the completion of your experience, complete a reflection that addresses how accurate your expectations were and how the experience turned out. The expectation should be at the beginning and the reflection should be at the end. Each should be at least two paragraphs long. 10 pts.

**Body of the Paper** - You will **complete three (3) application entries in the body of the paper. Each entry will focus on a different area of development or a different theory and should include a description of your experiences and an application of how course materials** (i.e. theories, research, developmental norms, etc.) apply to what has occurred during your visits. Areas of development could include social, cognitive, personality, physical, etc. Theories could include Piaget, Vygotsky, Erikson, etc. Each entry should clearly identify what theory or area of development you are focusing on. Vary these entries so you can highlight your ability to apply theory/research to what you have observed. There should be approximately **5 pages** of application entries. 45 pts.

**Letter from Supervisor** - A letter signed from your supervisor describing your service and listing your hours should be attached to your paper. Although this is only worth 5 pts., your paper will not be graded without a signed letter on organizational letterhead. 5 pts.

**Writing Quality** – Proper grammar, spelling and organization are essential. This paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An ‘A’ or ‘B’ grade in this area must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader. 15 pts.



## ANNOTATED BIBLIOGRAPHY

Using professional, psychological journals (e.g. *Journal of Personality and Social Psychology*, *Psychological Review*, *Journal of Personality*, *Human Nature*, *Journal of Social Psychology*, *Human Development*, and *Psychological Assessment*), find **TWO (2)** articles which relate to ONE TOPIC in Child and Adolescent Psychology and write an annotation for each article. Each article must be a research article, which means that it is describing a research study. It also should have been published no earlier than 2000.

Each annotation should include

Bibliographic information in APA style;

A short synopsis of the article content which includes:

the hypothesis, the variables and how they are measured, the subjects, the methods, and the results.  
(Statistical analyses should NOT be included.)

A two-page organized, integrative summary, comparing and contrasting the findings of the research, will conclude the paper.

An **annotation** is simply a **summary** of a book, article, or some other written source. A **bibliography** is a **list of sources** on a particular topic. Put together, an annotated bibliography is a list of sources on a topic that offers a summary for each source. Each annotation performs two functions, describes and evaluates the research. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. You will need to understand the details of the research you are reviewing then you will summarize and explain the research in your own words so that a classmate would understand it. You must be very careful not to plagiarize in this assignment. You should be paraphrasing the authors' words. Only use direct quotes if you really need to. You are limited to two sentences quoted in each annotation. **There is an example on my website. Follow this format.**

Each annotation should be approximately **two pages in length**. This assignment should have an APA title page that includes your name, the instructor's name, the course number and section, date and a title. The bibliographic information for each article should be at the top of the page on each annotation. The paper should be written using 12 point, "normal" font with one-inch margins. You will be uploading your paper on Blackboard. **Paper should be submitted as an Attachment in the course Blackboard Assignment function. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.** You will also submit a PDF copy of each research article.

You will be graded on the following elements:

APA Title Page	____/ 5
Annotated Bibliography	
Description of research	
Article 1	____/ 15
Article 2	____/ 15
Summary	____/ 15
APA Format (Ref and Citations)	____/ 10
Spelling/Grammar/Clarity	____/ 15
Total	____/ 75

## Course Expectations

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

### Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/ issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic integrity. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

### Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

## Psy 251 Outline

### Chapter 1

1. The Study of Child Development: Then and Now
  - A. Early approaches
    - 1) Baby biographies
  - B. Developmental psychology becomes a science
    - 1) G. Stanley Hall
  - C. Studying the life span
    - 1) Developmental psychology
  - D. New frontiers
    - 1) Evolution of the scientific approach
2. Improved technology – brain functioning
3. The Study of Child Development: Basic Concepts
  - A. Domains of development
    - 1) Physical development
    - 2) Cognitive development
    - 3) Psychosocial development
  - B. Periods of development
    - 1) Prenatal period
    - 2) Infancy and toddlerhood
    - 3) Early childhood
    - 4) Middle childhood
    - 5) Adolescence
4. Influences on Development
  - A. General influences
    - 1) Individual differences
    - 2) Heredity
    - 3) Environment
    - 4) Maturation
  - B. Major contextual influences
    - 1) Family
    - 2) Culture and race/ethnicity
    - 3) Socioeconomic status and neighborhood
    - 4) The historical context
  - C. Normative and nonnormative influences
    - 1) Historical generation
    - 2) Cohort
  - D. Timing of influences: Critical or sensitive periods
    - 1) Imprinting
    - 2) Critical periods
    - 3) Plasticity
    - 4) Sensitive periods
5. An Emerging Consensus
  - A. All domains of development are interrelated.
  - B. Normal development includes a wide range of individual differences.
  - C. Children help shape their development and influence others' responses to them.
  - D. Historical and cultural contexts strongly influence development.
    - 1) Early experience is important, but children can be remarkably resilient.
    - 2) Development in childhood affects development throughout the life span.

## Chapter 2

1. Basic Theoretical Issues
    - A. Theory vs. Hypothesis
    - B. Issues
      - 1) Stability or change?
      - 2) Nature or nurture?
      - 3) Active or reactive?
      - 4) Continuous or discontinuous?
      - 5) Early or late?
  2. Theoretical Perspectives
    - A. Psychoanalytic
      - 1) Psychosexual theory (Freud)
        - a. Stages of development
        - b. Parts of personality
      - 2) Psychosocial theory (Erikson)
        - a. Stages
    - B. Learning
      - 1) Behaviorism
        - a. Classical conditioning (Pavlov, Watson)
        - b. Operant conditioning (Skinner)
          - i. Reinforcement & Punishment
      - 2) Social learning theory (Bandura)
        - a. Social cognitive
        - b. Observational learning
    - C. Cognitive
      - 1) Cognitive-stage theory (Piaget)
        - i. Organization
        - ii. Schemes
      - b. Adaptation
        - i. Assimilation
        - ii. Accommodation
      - c. Equilibration
    - 2) Sociocultural theory (Vygotsky)
      - a. Zone of proximal development
      - b. Scaffolding
    - 3) Information-processing
      - a. Computer-based models
  - D. Contextual
    - 1) Bioecological (Bronfenbrenner)
      - a. Systems
  - E. Evolutionary/Sociobiological
    - 1) Ethological perspective (Lorenz/Bowlby)
    - 2) Evolutionary psychology (Darwin)
    - 3) Evolutionary developmental psychology
3. Research Methods
  - A. Quantitative and qualitative research: Scientific method
  - B. Sampling
    - 1) Population
    - 2) Sample
    - 3) Random selection

- C. Forms of data collection
  - 1) Self-reports
  - 2) Naturalistic and laboratory observations
  - 3) Behavioral and performance measures
    - a. Tests
      - i. Validity
      - ii. Reliability
      - iii. Standardization
      - iv. Operational definitions
- D. Evaluating quantitative and qualitative research
- E. Basic research designs
  - 1) Case study
  - 2) Ethnographic study
    - a. Participant observation
  - 3) Correlational study
    - a. Positive and negative
  - 4) Experiment
    - a. Causation
  - 5) Groups and variables
  - 6) Random assignment
  - 7) Laboratory, field, and natural experiments
- F. Developmental research designs
  - 1) Cross-sectional study
  - 2) Longitudinal study
  - 3) Sequential study

### Chapter 3

- 1. Conceiving a New Life
  - A. Changing theories of conception
  - B. How fertilization takes place
- 2. Mechanisms of Heredity
  - A. The genetic code
    - 1) Deoxyribonucleic acid (DNA)
    - 2) Chromosomes
    - 3) Genes
  - B. What determines sex?
    - 1) Autosomes
    - 2) Sex chromosomes
  - C. Patterns of genetic transmission
    - 1) Dominant and recessive inheritance
      - a. Alleles
      - b. Homozygous
      - c. Heterozygous
      - d. Dominant inheritance
      - e. Recessive inheritance
      - f. Polygenic inheritance
      - g. Epigenesis
    - 2) Genotypes and phenotypes
      - a. Phenotype
      - b. Genotype
  - D. Genetic and chromosomal abnormalities
    - 1) Dominant and recessive inheritance of defects

- a. Incomplete dominance
- 2) Sex-linked inheritance of defects
- 3) Genome imprinting
- 4) Chromosomal abnormalities
- E. Genetic counseling
- 3. Nature and Nurture: Influences of Heredity and Environment
  - A. Behavioral genetics
  - B. Heritability
- 4. How Heredity and Environment Work Together
  - A. Developmental systems
  - B. Reaction range
  - C. Canalization
  - D. Genotype-environmental interaction
  - E. Genotype-environmental correlation
  - F. Nonshared environmental effects

## Chapter 4

- 1. Prenatal Development
  - A. Patterns of Development
    - 1) Cephalocaudal principle
    - 2) Proximodistal principle
  - B. Stages
    - 1) Germinal stage (fertilization to 2 weeks)
    - 2) Embryonic stage (2 to 8 weeks)
    - 3) Fetal stage (8 weeks to birth)
- 2. Prenatal Development: Environmental Influences
  - A. Nutrition and maternal weight
  - B. Malnutrition
  - C. Physical activity and strenuous work
  - D. Drug intake
    - 1) Medical drugs
    - 2) Alcohol
      - a. Fetal alcohol syndrome (FAS)
    - 3) Nicotine
    - 4) Caffeine
    - 5) Marijuana, cocaine, and methamphetamine
  - E. Maternal illness
    - 1) Acquired Immune Deficiency Syndrome (AIDS)
    - 2) Toxoplasmosis
  - F. Maternal anxiety and stress
  - G. Maternal age
  - H. Outside environmental hazards
  - I. Paternal factors
    - 1) Outside environmental factors
    - 2) Drug use
    - 3) Age

## Chapter 5

- 1. Childbirth and Culture: How Birthing Has Changed
  - A. Reducing the risks of childbirth
  - B. Contemporary settings for childbirth

2. The Birth Process
  - A. Parturition
  - B. Three stages of childbirth
    - 1) First stage: Dilation of the cervix
    - 2) Second stage: Descent and emergence of the baby
    - 3) Third stage: Expulsion of the placenta
  - C. Electronic fetal monitoring
  - D. Vaginal versus cesarean delivery
  - E. Medicated versus nonmedicated
    - 1) Natural or prepared childbirth
  - F. The Newborn Baby
    - 1) Neonatal period
    - 2) Size and appearance
    - 3) Body systems and problems
    - 4) Medical and behavioral assessments
      - a. Apgar scale

## Chapter 6

1. Early Growth and Physical Development
  - A. Principles of early growth and physical development
    - 1) Cephalocaudal principle
    - 2) Proximodistal principle
  - B. Growth patterns
2. Nutrition and Feeding Methods
  - A. Breast or bottle?
  - B. Starting solid foods
3. The Brain and Reflex Behavior
  - A. Building the brain
    - 1) Major parts of the brain
      - a. Brain stem
      - b. Cerebellum
      - c. Cerebrum
      - d. Lateralization
      - e. Lobes of the brain
    - 2) Brain cells
      - a. Neurons
      - b. Integration
      - c. Differentiation
      - d. Cell death
    - 3) Myelination
  - B. Early reflexes
    - 1) Reflex behaviors
  - C. Molding the brain
    - 1) Plasticity
4. Early Sensory Capacities
  - A. Touch and pain
  - B. Smell and taste
  - C. Hearing
  - D. Sight
5. Motor Development
  - A. Milestones of motor development
    - 1) Systems of action

- 2) Gross motor skills
- 3) Fine motor skills
- 4) Head control
- 5) Hand control
- 6) Locomotion
- B. Motor development and perception
  - 1) Visual guidance
  - 2) Depth perception
  - 3) Haptic perception
- C. Eleanor and James Gibson's Ecological Theory of Perception
  - 1) Visual cliff
  - 2) Ecological theory of perception
- D. How motor development occurs
  - 1) Dynamic Systems Theory (DST)
- E. Cultural influences on motor development

## Chapter 7

1. Studying Cognitive Development: Six Approaches
  - A. Behaviorist approach
  - B. Piagetian approach
  - C. Information processing approach
  - D. Cognitive neuroscience approach
  - E. Social-contextual approach
2. Behaviorist Approach
  - A. Classical and operant conditioning
  - B. Infant memory
3. Piagetian Approach
  - A. Substages of the sensorimotor stage
  - B. Abilities
    - 1) Object permanence
    - 2) Symbolic development
    - 3) Imitation
  - C. Evaluating Piaget's sensorimotor stage
4. Information-Processing Approach
  - A. Habituation
  - B. Abilities
  - C. Information processing as a predictor of intelligence
  - D. Information processing and Piaget's theory
  - E. Evaluating information processing research on infants
5. Cognitive Neuroscience Approach
  - A. Implicit memory
  - B. Explicit memory
  - C. Working memory
6. Social-Contextual Approach
  - A. Guided participation
7. Language Development
  - A. Sequence of early language development
    - 1) Early vocalization
    - 2) Perceiving language sounds and structure
    - 3) Gestures
    - 4) First words
  - B. First sentences



- 1) Characteristics of early speech
- 2) Classic theories of language acquisition
- C. Influences on language development
  - 1) Brain development
  - 2) Social interaction
  - 3) Prelinguistic period
  - 4) Vocabulary development
  - 5) Child-directed speech
- D. Preparing for literacy

## Chapter 8

1. Foundations of Psychosocial Development
  - A. Emotions
    - 1) First signs of emotions
  - B. Development of emotions
    - 1) Brain growth
    - 2) Altruism, empathy, and social cognition
    - 3) Shared intentionality and collaborative activity
  - C. Temperament patterns
    - 1) Easy children
    - 2) Difficult children
    - 3) Slow-to-warm-up children
    - 4) Goodness of fit
    - 5) Measurement and stability
    - 6) The role of behavioral inhibition
2. Developmental Issues in Infancy
  - A. Developing trust
  - B. Developing attachments
    - 1) Strange Situation: Patterns of attachment
      - a. Secure attachment
      - b. Avoidant attachment
      - c. Ambivalent (resistant) attachment
      - d. Disorganized-disoriented attachment
    - 2) Stranger anxiety
    - 3) Separation anxiety
  - C. Mutual regulation
  - D. Social referencing
3. Developmental Issues in Toddlerhood
  - A. The emerging sense of self
    - 1) Self-concept
  - B. Developing autonomy
    - 1) Will
    - 2) Negativism
  - C. Moral development: Socialization and internalization
4. Gender Development
  - A. Gender differences in infants and toddlers
  - B. Parental influences
    - 1) Gender-typing
5. Contact with Other Children
  - A. Siblings
  - B. Socialization with nonsiblings
6. Children of Working Parents

- A. Effects of employment
- B. Early child care

### Chapter 9

1. Aspects of Physiological Development
  - A. Bodily growth and change
2. Brain Development
3. Motor Development
  - A. Gross and fine motor skills
  - B. Handedness
  - C. Artistic development
4. Health and Safety

### Chapter 10

1. Piagetian Approach: The Preoperational Child
  - A. Advances of preoperational thought
    - 1) The symbolic function
    - 2) Understanding objects space
    - 3) Understanding causality
    - 4) Understanding identities and categorization
    - 5) Understanding number
  - B. Immature aspects of preoperational thought
    - 1) Egocentrism
    - 2) Conservation
  - C. Do young children have theories of mind?
    - 1) Knowledge about thinking and mental states
    - 2) False beliefs and deception
    - 3) Distinguishing between appearance and reality
    - 4) Distinguishing between fantasy and reality
    - 5) Influences on individual differences in theory-of-mind development
2. Information-Processing Approach: Memory Development
  - A. Basic processes and capacities
    - 1) Types of Memory
      - a. Sensory memory
      - b. Working memory/STM
      - c. LTM
    - 2) Encoding
    - 3) Storage
    - 4) Retrieval
    - 5) Executive function
    - 6) Central executive
  - B. Recognition and recall
  - C. Forming and retaining childhood memories
    - 1) Early memories: Three types
      - a. Generic memory
      - b. Script
      - c. Episodic memory
      - d. Autobiographical memory
  - D. Influences on memory retention
3. Intelligence: Psychometric and Vygotskian Approaches
  - A. Traditional psychometric measures

- 1) Stanford-Binet Intelligence Scale
- 2) Wechsler Preschool and Primary Scale of Intelligence Revised (WPPSI-III)
- B. Influences on measured intelligence
- C. Testing and teaching based on Vygotsky's theory
  - 1) Zone of proximal development
  - 2) Scaffolding
- 4. Language Development
  - A. Vocabulary
  - B. Grammar and syntax
  - C. Pragmatics and social speech
    - 1) Private speech
  - D. Delayed language development
  - E. Preparation for literacy
  - F. Media and cognition

## Chapter 11

- 1. The Developing Self
  - A. The self-concept and cognitive development
    - 1) Changes in self-definition: The five to seven shift
      - a. Single representations
      - b. Real self
      - c. Ideal self
      - d. Representational mappings
    - 2) Cultural differences in self-description
  - B. Self-esteem
    - 1) Developmental changes in self-esteem
  - C. Understanding and regulating emotions
    - 1) Understanding conflicting emotions
    - 2) Understanding emotions directed toward the self
  - D. Erikson: initiative versus guilt
- 2. Gender
  - A. Gender differences
  - B. Perspectives on gender development
    - 1) Gender roles
    - 2) Gender-typing
    - 3) Gender stereotypes
  - C. Biological approach
  - D. Evolutionary developmental approach
  - E. Psychoanalytic approach
  - F. Cognitive approaches
    - 1) Kohlberg's cognitive development theory
    - 2) Gender-schema theory
  - G. Social learning approach
    - 1) Family influences
    - 2) Peer influences
    - 3) Cultural influences
- 3. Play: The Business of Early Childhood
  - A. Cognitive levels of play
  - B. Social dimensions of play
  - C. How gender influences play
  - D. How culture influences play
- 4. Parenting

- A. Forms of discipline
  - 1) Reinforcement and punishment
    - a. Corporal punishment
    - b. Psychological aggression
- 5. Inductive reasoning, power assertion, and withdrawal of love
  - A. Parenting styles
    - 1) Authoritarian parenting
    - 2) Permissive parenting
    - 3) Authoritative parenting
    - 4) Maccoby's neglectful or uninvolved

### Chapter 13

- 1. Piagetian Approach: The Concrete Operational Child
  - A. Cognitive advances
    - 1) Spatial relationships and causality
    - 2) Categorization
    - 3) Inductive and deductive reasoning
    - 4) Conservation
    - 5) Number and mathematics
  - B. Influences of neurological development and culture
  - C. Moral reasoning
- 2. Information-Processing Approach: Attention, Memory, and Planning
  - A. Executive skills
  - B. Selective attention
  - C. Working memory span
  - D. Metamemory
  - E. Memory strategies
    - 1) Mnemonic devices
    - 2) Rehearsal
    - 3) Organization
    - 4) Elaboration
- 3. Psychometric Approach: Assessment of Intelligence
  - A. Influences on intelligence
    - 1) Genes and brain development
    - 2) Schooling
    - 3) Race/ethnicity
    - 4) Culture
  - B. Types of intelligences
    - 1) Gardner's theory of multiple intelligences
    - 2) Sternberg's triarchic theory of intelligence
- 4. IV. Language and Literacy
  - A. Vocabulary, grammar, and syntax
  - B. Pragmatics
  - C. Literacy
    - 1) Reading
    - 2) Writing

### Chapter 14

- 1. The Developing Self
  - A. Self-concept development: Representational systems
  - B. Industry versus inferiority
  - C. Emotional growth and prosocial behavior

2. The Child in the Family
  - A. Family atmosphere
  - B. Family structure
    - 1) Divorce
  - C. One-parent
  - D. Cohabiting
  - E. Stepfamilies
  - F. Gay or lesbian parents
  - G. Adoptive
  - H. Grandparents
  - I. Siblings
3. The Child in the Peer Group
  - A. Positive and negative effects
  - B. Gender differences
  - C. Popularity
  - D. Friendship
  - E. Aggression and bullying
4. Stress and Resilient Children
  - A. Stresses of modern life
  - B. Coping with stress: The resilient child
  - C. Protective factors

## Chapter 15

1. Adolescence: A Developmental Transition
  - A. Adolescence as a social construction
  - B. Adolescence: A time of opportunities and risks
2. Puberty: The End of Childhood
  - A. How puberty begins: hormonal changes
  - B. Timing, signs, and sequence of puberty and sexual maturation
    - 1) Primary and secondary sex characteristics
    - 2) Signs of puberty
    - 3) Adolescent growth spurt
    - 4) Signs of sexual maturity
      - a. Spermatarche
      - b. Menarche
  - C. Influences on timing of puberty
  - D. Implications of early and late maturation
3. The Adolescent Brain
4. Physical and Mental Health
  - A. Use and abuse of drugs
    - 1) Trends in drug use
    - 2) Risk factors for drug abuse
    - 3) Alcohol, marijuana, and tobacco
  - B. Depression
  - C. Death in adolescence
    - 1) Injuries
    - 2) Firearms
    - 3) Suicide
  - D. Protective factors

## Chapter 16

1. Aspects of Cognitive Maturation
  - A. Piaget's stage of formal operations
    - 1) Hypothetical-deductive reasoning
    - 2) Evaluating Piaget's theory
  - B. Elkind: Immature characteristics of adolescent thought
    - 1) Imaginary audience
    - 2) Personal fable
  - C. Language development
  - D. Changes in information processing in adolescence
    - 1) Structural changes
    - 2) Functional changes
2. Moral Development
  - A. Kohlberg's theory: levels and stages
    - 1) Preconventional
    - 2) Conventional
    - 3) Postconventional
      - a. Evaluating Kohlberg's theory
      - b. Gilligan's theory: Ethic of care
3. Educational and Vocational Issues
  - A. Influences on school achievement

## Chapter 17

1. The Search for Identity
  - A. Erikson: identity versus identity confusion
  - B. Marcia: identity statuses
    - 1) Identity achievement
    - 2) Foreclosure
    - 3) Moratorium
    - 4) Identity diffusion
  - C. Gender differences in identity formation
  - D. Ethnic factors in identity formation
2. Sexuality
  - A. Sexual orientation and identity
    - 1) Origins of sexual orientation
  - B. Homosexual and bisexual identity development
  - C. Sexual behavior
    - 1) Sexual risk taking
    - 2) Use of contraceptives
    - 3) Where do teenagers get information about sex?
    - 4) Sexually Transmitted Infections (STIs)
    - 5) Teenage pregnancy and childbearing
3. Relationships with Family and Peers
  - A. Adolescent rebellion
  - B. Changing time use and changing relationships
  - C. Adolescents and parents
  - D. Parental monitoring and adolescents' self-disclosure
  - E. Adolescents and siblings
  - F. Peers and friends
4. Emerging Adulthood

***BURLINGTON COUNTY COLLEGE***  
**SERVICE LEARNING PROGRAM**  
**STUDENT AND AGENCY AGREEMENT**

**Purpose of Agreement:** It is important for you to have a clear sense of what you would like to accomplish and learn through your service work. This agreement is designed to bring you and your site supervisor together to record clear service and learning goals. Your supervisor may expect you to fill out additional forms that his/her respective agency requires.

**Student Information**

Student Name

**Agency Information**

Agency Name

Agency Mailing Address

Name of Supervisor or Volunteer Coordinator

Starting Date of Service

Ending Date of Service

(if undetermined, write "unknown" otherwise ending date will be near end of term)

**To be completed by agency supervisor:**

Please describe the expectations and requirements of this service project.

Identify skills students may learn and need to use to complete service project.

**To be completed by student:**

Identify the skills you believe you can bring to this agency.

Briefly describe what you hope to gain and learn from participating in this service project.

**Student Agreement**

As a student in the Burlington County College Service Learning Program, I agree to complete my service project to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter, and complete all other program requirements. In addition, I understand the seriousness of confidentiality in this matter and will report all information for this project in a depersonalized fashion.

Student

Date

**Agency Supervisor Agreement**

As the agency supervisor for this service learning placement, I agree to work with student(s) from Burlington County College, while providing supervision and communicating evaluation of the student's service work to BCC's Service Learning Program.

Agency Supervisor

Date