

ED 505 Child and Adolescent Study

COURSE OBJECTIVES: KNOWLEDGE, SKILL, ATTITUDES

Knowledge: Upon completion of this course the student will be able to:

1. identify the major research techniques used by developmentalists.
2. identify major theories of children's intellectual development.
3. identify major theories of children's social development.
4. identify major theories of children's physical development
5. identify major theories of children's emotional development.
6. identify major theories of children's moral development.
7. understand how research techniques are applied to assess theories of developmental functioning (intellectual, social, physical, emotional, and moral functioning).
8. list major resource materials in developmental psychology.
9. understand the role of the major developmental theories in explaining normal and abnormal behavior.
10. understand how the family system affects the functioning of the child in the school environment as well as the home or social environments.
11. differentiate a group differences approach from an individual differences approach to studying human development.
12. understand the impact that socioeconomic status, gender, language, race and ethnicity have on childhood development in addition to the universals that children experience.

Skills: Upon completion of the course, students will be able to:

1. identify traits associated with the academic achievement of children.
2. distinguish major research techniques used by developmentalists and recognize them when they are used in applied descriptions.
3. identify major theories of intellectual development and recognize them in applied settings.
4. identify major theories of social development and recognize them in applied settings.
5. identify major theories of emotional development and recognize them in applied settings.
6. identify major theories of moral development and recognize them in applied settings.

Attitudes: Upon completion of the course, students will be able to:

1. recognize the importance of the systematic study of childhood behavior/growth from an over-reliance on a "commonsense" approach.
2. recognize the interdependence of intellectual, social, emotional, moral, and physical development in the development of the total person.
3. recognize the importance of understanding the children's development to better understand adulthood.
4. understand the importance of matching level of instruction (and instructional technique) to a child's developmental needs.
5. appreciate the complexity of the developmental process.



COURSE REQUIREMENTS: READINGS, HOMEWORK/QUIZZES/EXAMS

READINGS - Students are expected to have assigned readings completed by the beginning of the first class meeting of the week. The reading assignments are provided on the following pages. The McDevitt and Ormrod text is used as an introduction to developmental principles. Outside

readings, when assigned, are used to show how those principles are applied in “real world” settings.

Assigned readings not found in the text, will be on reserve at the library, or in the psychology department, at least one week prior to their due date. Readings other than those listed on the syllabus may be added through the course of the semester. You are free to copy the articles, if you choose.

HOMEWORK, QUIZZES, AND EXAMS – In order to ensure that you are keeping current with assigned readings, there will be a minimum of 10 unannounced quizzes (and/or homework assignments) through the semester. The purpose of the quizzes and assignments is to make sure that you are keeping current with the assigned material. Each quiz will be worth a minimum of 10 points and will cover material from any source used in class (videos, lectures, the text). The quizzes may be of any format (multiple choice, essay, fill-in-the-blank). There will be **ABSOLUTELY NO** make up quizzes. The quizzes will typically be given at the beginning of the hour. If you arrive late to class, you can use the remaining time to complete the quiz, but you will not be given extra time. In some cases, quizzes may be given at the end of the hour, and may cover that day’s lecture material.

There will be three exams during the summer session worth 75 points each, and a final exam worth 150 points. A varied format may be used for exams (multiple choice and Essay, or all Essay, or Short answer and Essay, etc.). It is possible that at least one of the exams will be a take home exam. You will not receive prior notice. You are to prepare for the exams as though they are all ‘in class’ exams. The goal is to have you study for ALL exams and prepare you to complete the take home exam in sufficient time.

Developmental Theory is implicit in all work we cover during the course. At any time, following the discussion of theory, you may be quizzed or tested on theory at any time.

You will not be allowed to make up a missed exam.

The final exam is comprehensive. The final exam will be given on the assigned date only. If you wish to take the final exam on another date you MUST seek the permission of the Dean (see the University guidelines posted in the Undergraduate Student Bulletin).

Please note that any student who may require special consideration (alternate test format, extended test time) should contact Kate Roach, Coordinator of Services for Students with Disabilities. She can be reached at email address: kroach@jcu.edu, or via campus extension 4967



GRADING POLICY, ATTENDANCE, EMAIL,

GRADING SCALE:

| | |
|---------------------------|----------|
| A = 93% | C+ = 77% |
| A- = 90% | C = 73% |
| B+ = 87% | C- = 70% |
| B = 83% | D+ = 67% |
| B- = 80% | D = 60% |
| EARNING LESS THAN 60% = F | |

PLEASE NOTE THAT THIS SCALE REFERS TO ACTUAL POINTS, NOT PERCENTAGE POINTS.

ACADEMIC HONESTY: The University Undergraduate Student Bulletin has specific guidelines concerning academically honest behavior. If you do not have an undergraduate bulletin, you will need to obtain one as soon as possible. The university guidelines will be strictly enforced. In addition, the Department of Psychology has specific guidelines concerning academic honesty. (See attached sheet)

E-MAIL ACCOUNTS: I REQUIRE all of my students to obtain an e-mail account through the university (unless you have some other account, i.e. America Online). Periodically, I send bulletins informing you of your current standing in the class. I also answer any questions about the reading assignments, exams, quizzes, etc.

If you ask a question, I send the question and the answer to the entire class (without any information identifying who sent the question). This allows everyone to have access to the same information. You are responsible for any information that is provided via e-mail. I will NOT provide hard copies of the memos, data, information sent to the rest of the class.

Last, a blackboard account has been established for this course. Please make sure to login in and check out our blackboard site! Any assignment due for the next class meeting will be posted no later than 3pm, the day before.



- Course Outline: Topics, Readings, Assignments

Week of June 28th

Topic: Biological Beginnings and Implications for Later Life, Prenatal Influences & Physical Development, and Research Methods

Readings: Class notes, Chapter 3

Assignments: GATTACA Reflections – 3 page reflection on class discussion regarding the theory of equality and genetic engineering; - Due Wednesday June 30th. See instructions below

Week of July 5th

Topic: Research Methods, Theories of Development, Cognitive Development

Readings: Chapters 2 and 1, and 4

Assignments: Tuesday, July 6th, Exam 1 (all topics except Research Methods)

Week of July 12th

Topic: Learning and Information Processing, Intelligence

Readings: Chapter 5 and 6

Assignments: Monday, July 12th Exam 2 (Research Methods, Theories of Development, and Cognitive Development)

Week of July 19th

Topic: Emotional Development/Moral Development/The Changing American Family

Readings: Chapters 9, 10, 12

Assignments: Monday, July 19th, Exam 3 (Learning and Information Processing; Intelligence) Discussion of Harrison's 'The Kiss' begins on Wednesday. Reflection Paper Due. (Discussion questions and Reflection Paper instructions are below)

Week of July 26th

Topic: Language, Culture and Ethnicity, Gender, Disorders of Childhood

Readings: Chapters 7, 13, 14 and Class Notes

Assignments: Prepare for the Final Exam.

The Final Exam Covers: Intelligence, Families, Emotional and Moral Development, and Research Methods

Final exam date: July 30th, 8 – 9:55am, Room 324.

GATTACA Reflection Paper

You were asked to consider the following discussion questions regarding the GATTACA review:

1. Mr. Ebert maintains that genetic engineering is just 'pre-emptive plastic surgery'.
 - a. Do you agree with his assertion?
 - b. If so, under what circumstances do you think genetic engineering should be used?
 - i. To protect children from suffering from terminal illnesses?
 - ii. To enhance cognitive skills so that children can take better advantage of classroom instruction?
 - iii. To put an end to disorders such as Mental Retardation, Down Syndrome? Spina Bifida?
 - iv. To creating 'better athletes' (i.e. protecting children from becoming victims of the dreaded dodge ball bullies)?
 - v. To improve physical features so that all children are seen as 'beautiful'?
 - c. What is your idea of going 'too far' with genetic engineering (can science ever go 'too far')?
2. If you randomly surveyed a group of parents, what characteristics do you think they would cite as 'ideal' characteristics in children? Which of the characteristics are most important, which are least important?
3. What is the definition of 'equality'? Is it realistic to teach children about 'equality' in a society that seeks to improve its fate through the use of medical/biological therapy? Is there an implicit message that human beings are not 'good enough' as we are?
4. Which medical interventions are signs that humankind is trying to 'play God' and which are legitimate interventions? Is the 'playing God' accusation a valid one?

5. In the end, aren't we all just a set of walking double helixes hoping for salvation of **ANY** kind?

Given class discussion based on the above questions, write a three page (minimum) reflection on benefits and potential negative consequences of using genetic engineering. What significant changes in development could occur with this technology? How would those changes impact the lives of professionals who work with children, as well impact the lives of parents in this culture?

Format: 1 inch margins – all sides, font no larger than 12 point type (unless medical conditions warrant a larger font, see me FIRST).

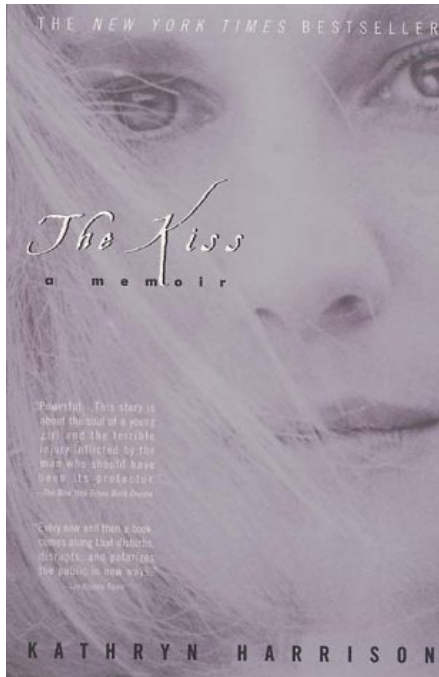
This item is worth 10 points.

Kathryn Harrison's *The Kiss*

Discussion Questions

1. Is the relationship between Kathryn and her father a product of weak emotional or moral development? Where, exactly, is the 'dysfunction'? What have you learned about emotional and moral development that explains what has happened to this author?
2. What role did her family play:
 - Mother?
 - Grandmother?
 - Grandfather?
 - Father?Who is 'most at fault'?
3. Is Kathryn a victim or does she bare equal responsibility?
4. What were the systems that failed her, and when did that failure take place?
 - The school?
 - The social work system?
 - Community? Neighbors?
5. What will have to happen for this author to truly heal? What should happen to her father?

Reflection Paper:



Similar instructions as the first: **Five** page minimum, 1 inch margin all sides, and no larger than 12 point type (unless medical conditions warrant a larger font, see me FIRST)

Poet Gwendolyn Brooks wrote, "We are each other's harvest; we are each other's business; we are each other's magnitude and bond."

How far should the justice system go to save children who are at risk for abuse? Should all children be removed from those environments? Only when claims are made? Only when claims are substantiated? What is 'abuse'?

Where do the rights of the parents end and where do the rights of children begin? When do 'other people's children' become society's 'magnitude and bond'?

This item is worth 15 points

Appendix A



JOHN CARROLL University -The Jesuit Tradition (<http://www.jcu.edu/pubaff/AboutJCU/jesuit.htm>)

As a Jesuit university, John Carroll University draws upon the intellectual resources and educational experience of the Society of Jesus, which has operated colleges and universities for more than four centuries. Jesuits on the faculty and in the administration help impart the particular character and value of Jesuit education which make John Carroll University a unique institution in its region. A faculty of more than 250 men and women, religious and lay, share the educational enterprise of service to its students and the community.

As a university, John Carroll is committed to the transmission and extension of the treasury of human knowledge with the autonomy and freedom appropriate to a university. As a Catholic university, it is further committed to seek and synthesize all knowledge, including the wisdom of Christian revelation. In the search for this integration of knowledge, the university community is enriched by scholarship representing the pluralistic society in which we live. All can participate freely in the intellectual, moral and spiritual dialog necessary to the search. Within this dialog, in which theological and philosophical questions play a crucial role, students have the opportunity to develop, synthesize, and live a value system based on respect for and critical evaluation of fact; on intellectual, moral and spiritual principles which enable them to cope with new problems; and on the sensitivity and judgment that prepare them to engage in responsible social action.

In a Jesuit university, the presence of Jesuits and others who are inspired by the vision of St. Ignatius Loyola, founder of the Society of Jesus in 1540, is of paramount importance. This vision, which reflects the value system of the Gospels, is expressed in the Spiritual Exercises, the source of Jesuit life and activity. To education the Jesuit spirit brings:

- a rationality appropriately balanced by human affection
- an esteem for the individual as a unique person
- training in discerning choice
- openness to change
- a quest for God's greater glory in the use of this world's goods.

John Carroll University welcomes students and faculty from different religious backgrounds and value systems, in the belief that the educational environment which the University provides is one which these students and faculty may find congenial, rewarding, and enriched by their presence. Within this environment, there is concern for the human and spiritual developmental needs of the students, and a deep respect for the freedom and dignity of the human person.

The University places primary emphasis on instructional excellence. A faculty not only professionally qualified, but also student oriented, considers excellence in interpersonal relationships as well as academic achievement among its primary goals.



Appendix B

REPRESENTATIVE WORKS CONSULTED:

Allport, G.W. (1979). The nature of prejudice. Reading, Massachusetts: Addison-Wesley.

Bettelheim, B. (1976). The uses of enchantment: The meaning and importance of fairytales. New York: Random House.

Basow, S.A. (1992). Gender: Stereotypes and Roles. (3ed). Pacific Grove, CA: Brooks/Cole Publishing.

Black, D.W. & Larson, L.C. (2000). Bad boys, bad men: Confronting Antisocial Personality Disorder. Oxford University Press.

Coontz, S. (1992). The way we never were: American families and the nostalgia trip. New York: Basic Books.

Erikson, E.H. (1963). Childhood and society (2nd ed.). New York: Norton.

Fogel, A. (2001). Infancy: Infant, family, and society. Belmont, CA: Wadsworth/Thomson.

Gearheart, B.R., Weishahn, M.W., and Gearheart, C.J. (1996). The exceptional student in the regular classroom. Englewood Cliffs, NJ: Prentice Hall.

Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Massachusetts: Harvard University Press.

Gregory, R.J. (1999). Foundations of intellectual assessment: The WAIS-III and other tests in clinical practice. Boston: Allyn and Bacon.

Konner, M. (1991). Childhood: A multicultural view. Boston: Little, Brown and Company.

Mei, H. (1990). Transforming the cinderella dream: From frances burney to Emily Bronte. New Brunswick: Rutgers University Press.

Nuttal, E.V., Romero, I, & Kalesnik, J. (1999). Assessing and screening preschoolers: Psychological and Education Dimensions. Boston: Allyn and Bacon.

Tavris, C. (1992). The mismeasure of woman: Why women are not the better sex, the inferior sex, or the opposite sex. New York: Simon and Schuster.

Vitkus, J. (1996). Casebook in abnormal psychology. New York: McGraw-Hill.

JOURNALS CONSULTED:

Child Development
Developmental Psychology
Intelligence
Journal of Applied Developmental Psychology
Journal of Clinical Child Psychology
Journal of Child and Family Studies