The developmental study of the normal child from conception to age twelve. The general developmental process, physical, mental, and personal-social development are discussed. The interaction between these processes and the individual's environment are examined and implications for the child, his family, and the society are discussed.


The following Chinese proverb says a lot, in a very general way, about what I hope you will learn in this course:

“If you are planning for one year, grow rice. If you are planning for 20 years, grow trees. If you are planning for centuries, grow individuals.”

**Student Performance Objectives**

The student will be able to:

1. identify the steps in the scientific method and to discuss the various research methods used in the study of child development.

2. determine the probability of inheritance for traits transmitted by dominant, recessive, sex-linked recessive and polygenetic inheritance.

3. identify and to describe the periods of prenatal development.

4. identify and to discuss birth defects transmitted by dominant, recessive, sex-linked recessive, and polygenetic inheritance.

5. discuss current childbirth strategies.
6. explain the effects of teratogens such as alcohol, crack cocaine, malnutrition, and HIV infection on prenatal development.

7. describe the pattern of physical growth and maturation observed during the first year of life.

8. discuss Piaget's theory of cognitive development and to compare and contrast the sensorimotor, preoperational, and concrete operational stages of intellectual development.

9. explain the basic assumptions of Erikson's theory of personality development and to explain the first four stages of the theory.

10. discuss the significance of infant temperament, the dimensions of temperament, and the impact of a child's temperament on the caregiver's behavior toward the child.

11. understand the concepts of reciprocal socialization and bidirectionality in parent/child relationships.

12. define attachment and to describe the types of attachment and the parenting practices associated with each type.

13. explain the 3 of storehouses posited by the multistore model of memory.

14. discuss memory capacity, influences on memory development, metacognition, and control processes from the perspective of information processing theory.

15. compare and contrast authoritarian, authoritative, and permissive parenting.

16. discuss issues, such as funding and availability of high-quality day care, that are concerns of parents, legislators, and businesses and some of the proposals to deal with these problems.

17. describe characteristics of high quality day care and to discuss the effects of day care on children.

18. define intelligence, to describe the strengths and weaknesses of intelligence tests, and their use in daily life.

19. explain the effects of motivation, nationality, gender, social class, and ethnic group on intellectual functioning and achievement orientation.

20. describe the benefits of early intervention on cognitive development.
21. define gender, to describe variables that influence the development of gender, and to evaluate the relative importance of the variables.

22. discuss self-concept and to identify factors, such as parenting style, ethnic group membership, and peer relationships that influence the individual's self-concept.

23. identify patterns of aggressive behavior and to discuss factors that predispose children to aggressive behavior.

24. define prosocial behavior and to identify factors that predispose children to prosocial behavior.

25. discuss how parental characteristics, ethnicity, social class, and family composition, i.e., the context of development, influence family socialization.

26. identify the components of speech and the language milestones and to discuss the relationship between language and thought.

27. discuss those factors, such as reinforcement, modeling, and the LAD, that influence language development.

28. describe the role of reinforcement, punishment, and modeling in the socialization of young children.

29. discuss parenting practices and family systems that are related to dysfunction in children.

30. describe the effects of parental divorce on children.

**WRITING ACROSS THE CURRICULUM REQUIREMENT**

The Writing Across the Curriculum requirement will be met in two ways this semester: (1) a genetic assignment; (2) a project with a 4-year-old child and a paper written in class describing the interaction. Written work must conform to the standard rules of English and will be graded on content, spelling, punctuation, grammar, etc. You will receive handouts for the two assignments at a later date.
PLEASE NOTE

1. Make-up tests will only be given when the student has a valid and documented reason for missing the scheduled examination. Social functions, unauthorized holidays, failure to prepare for the test, etc., do not constitute valid reasons for missing a scheduled examination. If a student is given the opportunity to make-up a test, he MUST take the test at the time agreed upon by him and the instructor. Failure to sit for the make-up at the agreed upon time will result in a zero for that examination.

2. Attendance Policy: Since for most students the grade earned in a course is positively correlated with class attendance and since the vast majority of you want to earn a good grade, you are expected to attend class regularly. The student is responsible for the completion of all work assigned in class whether he is present or not. The instructor reserves the right to administratively withdraw the student from the course for excessive absences (*TCC CATALOG 2003-2004*, pp. 33-34).

3. If a student wishes to withdraw from the course, it is her responsibility to initiate the withdrawal procedure (*TCC CATALOG 2003-2004*, p. 34). The withdrawal deadline is November 6, 2003.

4. In accordance with Florida Statutes, students enrolled in the same college credit course more than two times shall pay fees at 100 percent of the full cost of instruction. Full cost of instruction will be at the same rate as non-resident fees.

5. In accordance with State Board of Education Rule 6A-14.0301, students are permitted a maximum of 2 withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for that course (*TCC CATALOG 2003-2004*, p. 34).

6. TCC policy states: “Final examinations may be re-scheduled only for extreme emergencies. All such emergencies must be approved by the Dean of the Division of History and Social Sciences. (TCC CATALOG 2003-2004, P. 35).”
7. Grades will be determined using the scale below. In borderline cases, i.e., within two-to-three points of the higher grade, factors such as attendance and class participation may be taken into consideration.

**GRADES**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MAXIMUM CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3)</td>
<td>100 points</td>
</tr>
<tr>
<td>Genetic Assignment</td>
<td>30 points</td>
</tr>
<tr>
<td>Project</td>
<td>70 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
</tbody>
</table>

450 up = A (90%)
449 - 400 = B (80%)
399 - 350 = C (70%)
349 - 300 = D (60%)
Below 300 = F

**HOW TO BE AN "A" STUDENT: EVEN IF YOU DON'T EARN AN A**

1. Attend class. Be on time.
2. Come to class prepared: read the assignments; participate in class discussions and activities.
3. Know your instructor's name and office location. Know where to locate the instructor's office hours and telephone number.
4. Be prepared to take exams and to turn in written assignments on the scheduled dates.
5. Know your instructor's policy concerning absences, lateness, make-up exams, withdrawals, reading newspapers or other materials, even other class material, in class, etc.
6. Meet with your instructor during scheduled office hours about any concerns you may have about the class or your performance.
7. Appear interested in the class.

8. Make a work-study schedule and follow it.

9. Learn about the various support systems on campus, such as the Writing Lab and Counseling Center. Seek assistance when needed or when referred.

10. **If you don't know, ask! The only dumb question is the one not asked.**

11. Remember, this is a learning experience and you share in the responsibility.