

# TEXARKANA COLLEGE DC Texas High

**Syllabus:** Child Development  
**Course Number:** PSYC 2308  
**Semester:** master

**Instructor Information**  
Name: Maurice Oldham  
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**Textbook Information:** Arnett, Jeffrey J and Maynard, Ashley E., *Child Development*, Pearson, 2013.

**Course Description:** Child Development will include a comprehensive study of the growth and maturation of human beings from birth until age eight.

**Course Objective:** To understand the appropriate application of psychological principles in daily life. Develop personal awareness, from the lifespan perspective - including awareness of values and character, as well as current and future goals.

## **Social and Behavioral Sciences Objective:**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To identify and understand differences and commonalities within diverse cultures.

## **General Course Objectives:**

1. Discuss in general terms the major concepts of child development.
2. Understand the connections between heredity and environment.
3. Have a general understanding of the major developmental theories and associated environmental factors.

## **Evaluation & Grading:**

Unit tests, quizzes, projects, and writing assignments. Students will be required to submit a writing assignment on a topic of choice as well as create a visual product relating to child development. Students will have access to MyDevelopmentLab that accompanies their textbook. You will be responsible for raising your Virtual Child and will be graded as daily class grades. Instructions on how to access this site will be given in detail at a later date.

## Student Assessment & Grading Scale for College Grade

| Percentage | From                            | Final Grade | Average    |
|------------|---------------------------------|-------------|------------|
| 50         | Average of Unit Tests, Projects | A           | 90 - 100   |
| 50         | Quizzes and Class Assignments   | B           | 80 - 89    |
|            |                                 | C           | 70 - 79    |
|            |                                 | D           | 60 - 69    |
|            |                                 | F           | 59 - Below |
|            |                                 |             |            |

### Grading – (Local) Texas High Report Card Grade

Psychology students will receive **one grade** on the report card that represents **3 grades and 3 credits towards graduation**. The grade comes from the following:

- 50% Class work – Daily Work and 90 hours are required **every six weeks** (15 hours/week)
- 50% Tests – Tests, Journals and Projects
- NOTE that this grade is figured differently from college grade on TC transcript! Texas High grade will be recorded numerically and TC grade by letter.

**All of the College grades will be considered test work for the local grades.**

### ABSENTEE POLICY

Follow Texas High guidelines. If you have make-up hours for being absent at Texas High, you will be dropped from your dual credit course.

### Make-up Policy

Follow Texas High guidelines. Students will also have the option to sign up for Remind 101 by submitting their phone number to receive reminders about tests, homework assignments, and other pertinent classroom information. This is a one-way communication tool. Students will not be able to text any responses.

### Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

### Disability Act Statement:

Texarkana College and Texas High comply with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance. If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. It is best to request these changes at the beginning if not before the start of class so there is ample time to make the accommodations.

**Tentative Schedule**  
(May be changed at instructor's discretion)

| <b>Date</b>   | <b>Topic/Activity</b>                                     | <b>Assignments</b>   |
|---------------|---|--|
| <b>Week 1</b> | <b>Introduction to Course</b>                             | <b>Review Syllabus</b>   |
|               | <b>Section 1.1 Human Development and Its Origins</b>      | <b>Chapter 1</b><br><b>Intro Virtual Child (Individualism and collectivistic)</b><br><b>Video: Mechanisms of Evolution</b>   |
| <b>Week 2</b> | <b>Section 1.2 Theories of Human Development</b>          | <b>Seniors to PAC 10:30 a.m.</b><br><b>VC pg.22, 23</b><br><b>Video: Erik Erikson</b>  |
| <b>Week 3</b> | <b>Section 1.3 Scientific Study</b>                       | <b>Video: Informed Consent</b><br><b>Exam Chapter 1</b>  |
| <b>Week 4</b> | <b>Section 2.1 Genetic Influences on Development</b>      | <b>Chapter 2</b><br><b>Video: Preference for Sons</b>  |
| <b>Week 5</b> | <b>Section 2.2 Prenatal Development and Prenatal Care</b> | <b>VC pg. 53, 60, 65, 67</b><br><b>Video: The Embryonic Period</b>   |
|               | <b>Section 2.3 Pregnancy Problems</b>                     | <b>Video: Care Across Cultures</b><br><b>VC pg. 72, 75, 79</b><br><b>Video: Genetic Counseling</b><br><b>Exam Chapter 2</b>  |
| <b>Week 6</b> | <b>Section 3.1 Birth and Cultural Context</b>             | <b>VC pg. 96, 99, 103</b><br><b>Video: Labor</b>   |
|               | <b>Section 3.2 The Neonate</b>                            | <b>VC pg. 108, 109, 110</b><br><b>Video: Premature Births &amp; NICU</b>   |
| <b>Week 7</b> | <b>Section 3.3 Caring for the Neonate</b>                 | <b>VC pg. 118, 119</b><br><b>Video: Breastfeeding Cultures</b><br><b>Exam Chapter 3</b>  |
| <b>Week 8</b> | <b>Section 4.1 Physical Development (Infancy)</b>         | <b>MyDevelopmentLab Hemispheres</b><br><b>VC pg. 141, 143, 151</b><br><b>MyDevelopmentLab Visual Cliff</b><br><b>Video: Fine Motor Development</b>                   |
|               | <b>Section 4.2 Cognitive Development</b>                  | <b>VC pg. 158, 162, 165</b><br><b>Video: Object Permanence</b>   |
|               | <b>Section 4.3 Emotional and Social Development</b>       | <b>MyDevelopmentLab Temperament</b><br><b>VC pg. 169, 172</b><br><b>MyDevelopmentLab Basic Emotions</b><br><b>Video: Social Referencing</b><br><b>Exam Chapter 4</b> |
| <b>Week 9</b> | <b>Section 5.1 Physical Development (Toddlerhood)</b>     | <b>VC pg. 188</b><br><b>Video: Gross Motor Dev.</b>  |
|               | <b>Section 5.2 Cognitive Development</b>                  | <b>VC pg. 195, 198, 205</b><br><b>MyDevelopmentLab Encoding</b><br><b>Video: Language Dev.</b>   |
|               | <b>Section 5.3 Emotional and Social Development</b>       | <b>VC pg. 208</b><br><b>MyDevelopmentLab Emotional Reg., Gender vs. sex and Institutional Care and Stranger Anxiety</b><br><b>Video: Separation Anxiety</b>          |

|                            |   |  |
|----------------------------|---|--|
|                            |   | <b>Exam Chapter 5</b>  |
| <b>Week 10 and Week 11</b> | <b>In class project over topic of choice.</b>             | <b>Presentations</b>   |
| <b>Week 12</b>             | <b>Section 6.1 Physical Development (Early Childhood)</b> | <b>MyDevelopmentLab: Virtual Brain</b><br><b>VC pg. 242, 244</b><br><b>Video: Growing Child</b>  |
|                            | <b>Section 6.2 Cognitive Development</b>                  | <b>MyDevelopmentLab: Conservation.</b><br><b>VC pg. 250</b><br><b>Video: Theory of Mind</b>  |
|                            | <b>Section 6.3 Emotional and Social Development</b>       | <b>VC pg. 263, 266, 268</b><br><b>MyDevelopmentLab: Play Styles</b><br><b>Video: Mandatory Reporting</b><br><b>Exam Chapter 6</b>                        |
| <b>Week 13</b>             | <b>Section 7.1 Physical Development (Middle Child)</b>    | <b>VC pg. 297, 301</b><br><b>Video: Physical Fitness</b>   |
|                            | <b>Section 7.2 Cognitive Development</b>                  | <b>VC pg. 305, 313, 315, 318</b><br><b>Video: School and Education MC</b>  |
|                            | <b>Section 7.3 Emotional and Social Development</b>       | <b>VC pg. 326, 330, 391, 337</b><br><b>Video: Friendships and Peers MC</b><br><b>Exam Chapter 7</b>  |
| <b>Week 14</b>             | <b>Section 8.1 Physical Development (Adolescence)</b>     | <b>VC pg. 354, 356, 358, 359, 371</b><br><b>MyDevelopmentLab: Eating Disord.</b><br><b>Video: Body Image</b>   |
|                            | <b>Section 8.2 Cognitive Development</b>                  | <b>VC pg. 371, 373, 375</b><br><b>Video: Imaginary Audience</b>  |
|                            | <b>Section 8.3 Emotional and Social Development</b>       | <b>VC pg. 381, 395</b><br><b>MyDevelopmentLab: Role Dev., Risk Taking, Peer Pressure</b><br><b>Video: Conflict with Parents</b><br><b>Exam Chapter 8</b> |
| <b>Week 15</b>             | <b>Section 9.1 Physical Development (Emerging Adult)</b>  | <b>VC pg. 415</b><br><b>Video: Features of Emerging Adults</b>   |
|                            | <b>Section 9.2 Cognitive Development</b>                  | <b>VC pg. 429, 430, 433,</b><br><b>Video: Post-Secondary Education</b>   |
|                            | <b>Section 9.3 Emotional and Social Development</b>       | <b>VC pg. 440, 449, 459</b><br><b>MyDevelopmentLab: Rules of Dating</b><br><b>Choices or AIDS</b><br><b>Video: Media Use</b><br><b>Exam Chapter 9</b>    |
| <b>Week 16</b>             | <b>Review for Semester Exam</b>                           |  |

**Child Development DC - Texas High School**

**(Please print student's name in the blank)**

**I, \_\_\_\_\_ have read the have read the course requirements and expectations and agree to the attendance policies outlined by Texas High school.**

**I have received and understand the requirements outlined in the syllabus for Child Development PSYCH 2308 and will comply with Texarkana College and Texas High School policies and procedures.**

**I agree to come to class as required and will participate in classroom discussions and activities. I agree to read the required text before class and will complete assignments that are required of me including any homework assignments.**

**Student signature \_\_\_\_\_**

**Date \_\_\_\_\_**

**Parent signature \_\_\_\_\_**

**Date \_\_\_\_\_**

**\*\*Please return to your instructor by the first Friday of the school semester. Extra credit will be awarded for signed syllabi.**