

**SOCIAL AND BEHAVIORAL SCIENCES**  
**Student Learning Outcome Alignment Form**

Course Prefix/Number: PSCY 2308

Course Title: Child Psychology

Core Objective	Course SLO	General Learning Activities	Assessment
<b>Critical Thinking Skills</b>	SLO #6. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).	Compare and contrast research methods and their effectiveness. Discussion of statistical manipulation and correlation versus causation. Examining behavior and consequences – causes and effects. Chapter lectures.	Written Assignment Rubric: <a href="#">Attached</a>
<b>Communication Skills</b>	SLO #9. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).	Informal class discussions around main ideas and their applications. Completion of written term paper dissecting a children’s book, looking at manifest and latent content of themes. Chapter lectures.	Written Assignment Rubric: <a href="#">Attached</a>
<b>Empirical &amp; Quantitative Skills</b>	SLO #7. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).	Class discussion of appropriate use of statistics and how they can be manipulated. Correlation versus causation. Chapter lectures.	Written Assignment Rubric: <a href="#">Attached</a>
<b>Social Responsibility</b>	SLO #8. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).	Class discussion and video re: mentoring and role models. Chapter lectures.	Written Assignment Rubric: <a href="#">Attached</a>

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Explanation of Issues</b>	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b>	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
<b>Influence of Context and Assumptions</b>	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's Position</b>	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
<b>Conclusions and Related Outcomes</b>	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Quality of Information and Organization</b>	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
<b>Nonverbal Communication</b>	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
<b>Quality of Verbal Communication</b>	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
<b>Visual Tools</b>	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
<b>Appropriate Use of Vocabulary</b>	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
<b>Precision and Detail in Documents Produced</b>	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
<b>Overall Presentational Effectiveness</b>	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

# Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Identification</b>	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
<b>Assimilation</b>	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
<b>Analysis</b>	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
<b>Presentation</b>	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to

	terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
<b>Application</b>	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.

# Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	<b>Does Not Meet Any Expectations 1</b>	<b>Meets Few Expectations 2</b>	<b>Meets Expectations 3</b>	<b>Exceeds Some Expectations 4</b>	<b>Exceeds All Expectations 5</b>
<b>Intercultural Competence</b>	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
<b>Knowledge of Civil Responsibility</b>	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
<b>Demonstrates an ability to engage effectively in regional, national and global communities</b>	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

<b>Student Learning Outcomes by Course</b>			
	Course Number/Name: PSYC 2308/Child Psychology		Semester/Date: Fall 2013
Behavioral Science			

Student Learning Outcomes (SLO)	Assessment Tool	Desired Measurable Results	Actual Results	Use of Results	New Action Plan	Justification
1. Discuss in general terms the major concepts of child development.	Post-Test Score	average passing score of 60%		Desired Results Met: Continue Existing Plan		
2. Understand the connections between the mind and body.	Post-Test Score	average passing score of 60%		Desired Results Met: Continue Existing Plan		
3. Demonstrate general understanding of major theories related to children's emotional well-being.	Post-Test Score	average passing score of 60%		Desired Results Met: Continue Existing Plan		
4. Have general understanding of the appropriate application of psychological principles in the classroom & at home.	Post-Test Score	average passing score of 60%		Desired Results Met: Continue Existing Plan		
5. Understand the appropriate application of psychological principles in daily life.	Written Assignment Score	average passing score of 60%		Desired Results Met: Continue Existing Plan		
6. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
7. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
8. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).	Post-Test Score	60% pass rate		Desired Results Met: Continue Existing Plan		
9. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		



# Preview Final exam: Post test

Students will see this quiz in a secure window

## Question 1

Marks: 1

Children learn through

Choose one answer.

- a. operant conditioning
- b. social conditioning
- c. classical conditioning
- d. all of the above

## Question 2

Marks: 1

A self-reliant child is most likely to have been raised by:

Choose one answer.

- a. authoritarian parents.
- b. permissive parents.
- c. indulgent parents.
- d. authoritative parents.

## Question 3

Marks: 1

A tabula rasa suggests that children:

Choose one answer.

- a. are born innately good.
- b. can be influenced by their experiences.
- c. are born innately evil.
- d. are born with all that they need for survival.

## Question 4

Marks: 1

According to Carol Gilligan (1982), women score lower on Kohlberg's stages of moral development because:

Choose one answer.

- a. women have been socialized to make judgments based upon logic.
- b. women are inherently less moral than men.
- c. none of these
- d. women have been socialized to make judgments based upon the needs of others.

Question 5 🚩

Marks: 1

According to Erikson, the primary task of adolescence is to:

Choose one answer.

- a. begin developing intimate relationships.
- b. develop ego identity.
- c. feel industrious and want to accomplish things.
- d. go to high school.

Question 6 🚩

Marks: 1

According to Erikson, which of the following is considered a turning point in development?

Choose one answer.

- a. psychological moratorium
- b. identity crisis
- c. self-exploration
- d. identity diffusion

Question 7 🚩

Marks: 1

Adolescents from authoritative homes:

Choose one answer.

- a. have higher rates of psychological problems.
- b. are more self-reliant.
- c. are more critical of their parents.
- d. are more likely to rebel.

Question 8 🚩

Marks: 1

Attachment:

Choose one answer.

- a. is a reciprocal relationship between child and parent.
- b. is only experienced by humans.
- c. is unrelated to survival needs.
- d. is unaffected by one

Question 9 🚩

Marks: 1

Automobile accidents:

Choose one answer.

- a. have declined significantly in the U.S. over the past decade.
- b. occur more often among children from higher economic status families.
- c. are the leading cause of death in U.S. children.
- d. are the 6th leading cause of death in U.S. children.

Question 10 🚩

Marks: 1

The first menstruation is called:

Choose one answer.

- a. nocturnal emission
- b. initial period
- c. menarche
- d. menstrual activation

Question 11 🚩

Marks: 1

Beginning in childhood, one finds that females are superior to males in:

Choose one answer.

- a. mathematics.
- b. visual-spatial skills.
- c. abstract reasoning.
- d. verbal abilities.

Question 12 🚩

Marks: 1

Beginning in childhood, one finds that males are superior to females in:

Choose one answer.

- a. visual-spatial skills.
- b. mathematics.
- c. abstract reasoning.
- d. verbal abilities.

Question 13 🚩

Marks: 1

Caitlin thinks that all people love dolls because she loves dolls. This is an example of:

Choose one answer.

- a. symbolic thinking.
- b. egocentrism.
- c. cognitive flexibility.
- d. concrete operations.

Question 14 🚩

Marks: 1

Children with better perspective taking skills:

Choose one answer.

- a. are more skilled at peer relations.
- b. tend to be only-born children.
- c. none of these
- d. have a less solidified sense of self.

Question 15 🚩

Marks: 1

Cognitive development in children is the process by which:

Choose one answer.

- a. children perceive and mentally represent the world.
- b. children learn strategies for developing short- and long-term memory.
- c. intelligence is developed.
- d. children learn to imitate others.

Question 16 🚩

Marks: 1

Which is true regarding dramatic play?

Choose one answer.

- a. It contributes to social development.
- b. It contributes to cognitive development, but no other type of development
- c. It is a sign that a child does not have enough social interactions with peers.
- d. It is not an important part of childhood activities.

Question 17 🚩

Marks: 1

Does play serve a real purpose?

Choose one answer.

- a. No, because not all children in all cultures demonstrate play
- b. Not until the age of 3 or older, when the child can learn from it cognitively.
- c. Yes, it serves many purposes.
- d. No, it is a simple pleasure of childhood.

Question 18 🚩

Marks: 1

Early maturation in boys is associated with \_\_\_\_\_.

Choose one answer.

- a. childhood stress levels
- b. increased immaturity
- c. enhanced self-worth
- d. intellectual deficits

Question 19 🚩

Marks: 1

Early-maturing girls:

Choose one answer.

- a. have lower levels of depression than later-maturing girls.
- b. all of these
- c. exhibit a heightened increase in concern over their body shape.
- d. are less likely to engage in sexual activity than later-maturing girls.

Question 20 🚩

Marks: 1

Erikson labeled the stages of his theory based on:

Choose one answer.

- a. life crises.
- b. unhealthy patterns of parenting.
- c. chronological age.
- d. psychosexual conflicts.

Question 21 🚩

Marks: 1

Girls seem to acquire language \_\_\_\_\_ than boys.

Choose one answer.

- a. earlier
- b. faster
- c. later
- d. slower

Question 22 🚩

Marks: 1

Kohlberg researched moral development by using which of the following?

Choose one answer.

- a. the Heinz dilemma
- b. a conservation task
- c. the Moral Competency Scale
- d. an IQ test

Question 23 🚩

Marks: 1

Late-maturing boys:

Choose one answer.

- a. experience more benefits than early-maturing boys.
- b. are intellectually superior to early-maturing boys.
- c. tend to have poorer senses of humor than early-maturing boys.
- d. may feel dominated by early-maturing boys.

Question 24 🚩

Marks: 1

Marital conflict:

Choose one answer.

- a. causes psychological distress in children.
- b. is more damaging for the parents than for the children.
- c. is less damaging to children than parental divorce.
- d. affects boys more than girls.

Question 25 🗑️

Marks: 1

Object permanence refers to:

Choose one answer.

- a. a realization that objects can look different, but still be the same.
- b. an understanding that changes in shape do not change the object.
- c. none of these
- d. a recognition that things exist that cannot readily be seen.

Question 26 🗑️

Marks: 1

Permissive parents:

Choose one answer.

- a. are less affectionate than other parents.
- b. are uninterested and uninvolved with their children.
- c. impose few rules and do not supervise closely.
- d. use more physical punishment.

Question 27 🗑️

Marks: 1

Piaget believed that \_\_\_\_ was important for moral development.

Choose one answer.

- a. a strict upbringing
- b. the use of physical punishment
- c. being able to take the perspective of others
- d. an understanding of object permanence

Question 28 🗑️

Marks: 1

Prosocial behavior is also sometimes referred to as:

Choose one answer.

- a. altruism.
- b. empathy.
- c. sympathy.
- d. non-centrism.

Question 29 🚩

Marks: 1

Right-handedness:

Choose one answer.

- a. is more common among boys than girls.
- b. is more common in unindustrialized countries.
- c. is the most common handedness worldwide.
- d. is more common in the United States than in any other country.

Question 30 🚩

Marks: 1

Securely attached infants are:

Choose one answer.

- a. happier.
- b. more difficult to put to bed at night than others.
- c. more distressed than others when their mothers leave them alone.
- d. all of these

Question 31 🚩

Marks: 1

The gradual transfer of control from parent to child is known as \_\_\_\_.

Choose one answer.

- a. counterdependence
- b. transference
- c. coregulation
- d. familial interdependence

Question 32 🚩

Marks: 1

The most advanced level of thinking in Piaget's theory is called:

Choose one answer.

- a. preoperational.
- b. concrete operations.
- c. sensorimotor.
- d. formal operations.

Question 33 🚩

Marks: 1

The most successful children's educational TV program is:

Choose one answer.

- a. the Electric Company.
- b. Sesame Street.
- c. Mr. Rogers.
- d. Sponge Bob Square Pants.

Question 34 🚩

Marks: 1

There is a significantly higher incidence of \_\_\_\_ by stepparents than by biological parents.  
Choose one answer.

- a. physical abuse
- b. neglect
- c. sexual abuse
- d. emotional abuse

Question 35 🚩

Marks: 1

Transitivity requires:  
Choose one answer.

- a. empathy.
- b. being able to compare all items in a set to all other items.
- c. seriation.
- d. the ability to think with abstract concepts.

Question 36 🚩

Marks: 1

Understanding that dogs can also belong in the category called animals is an example of:  
Choose one answer.

- a. class inclusion.
- b. linear thinking.
- c. a preoperation.
- d. abstract logic.

Question 37 🚩

Marks: 1

What are gross motor skills?  
Choose one answer.

- a. skills involving large muscle groups
- b. skills that cannot be acquired until late childhood or early adolescence
- c. skills for very specific and precise movements
- d. motor skills gained by imitating others

Question 38 🚩

Marks: 1

What happens to self-esteem throughout middle childhood?  
Choose one answer.

- a. It becomes more solidified.
- b. It becomes less differentiated.
- c. It declines.
- d. none of these



Question 39 🚩

Marks: 1

What is the basis for most human learning?

Choose one answer.

- a. learning by trial and error
- b. imitation of others
- c. it differs greatly from child to child
- d. genetic programming

Question 40 🚩

Marks: 1

When are conflicts between parents and their children the highest?

Choose one answer.

- a. during early adolescence
- b. during late adolescence
- c. during young adulthood
- d. during middle adolescence

Question 41 🚩

Marks: 1

When is self-esteem at its lowest during adolescence?

Choose one answer.

- a. age 12-13
- b. age 18-19
- c. age 14-15
- d. age 16-17

Question 42 🚩

Marks: 1

Which is the highest level of play, according to Parten?

Choose one answer.

- a. parallel
- b. cooperative
- c. associative
- d. mutual

Question 43 🚩

Marks: 1

Which of the following is a primary sex characteristic?

Choose one answer.

- a. prostate gland
- b. ovaries
- c. all of these
- d. seminal vesicles

Question 44 🚩

Marks: 1

Which of the following is a secondary sex characteristic?

Choose one answer.

- a. testes development
- b. all of these
- c. maturation of the Fallopian tubes
- d. breast development

Question 45 🚩

Marks: 1

Which of the following is NOT a stage of cognitive development, according to Piaget?

Choose one answer.

- a. sensorimotor
- b. hypothetical
- c. concrete operational
- d. preoperational

Question 46 🚩

Marks: 1

Which of the following represents observational learning?

Choose one answer.

- a. Jonathan jumps when he hears loud thunder.
- b. Sara stops having temper tantrums in public when her father begins ignoring them.
- c. Gina watches her mother mow the grass and then she pushes her toy lawnmower around the lawn in a similar way.
- d. Nicholas is not given any dessert because he did not eat his green vegetables at dinner.

Question 47 🚩

Marks: 1

Which of the following would qualify as a clique?

Choose one answer.

- a. a group called the jocks by others in the school
- b. large groups of individuals who are identified by the activities of the group
- c. a group of people of the same age
- d. 5 to 10 individuals who hang around together and share activities

Question 48 🚩

Marks: 1

Which of the following would qualify as a crowd?

Choose one answer.

- a. large groups of individuals who are identified by the activities of the group
- b. a group of either girls or boys
- c. 5 to 10 individuals who hang around together and share activities
- d. a group of people of the same age

Question 49 🚩

Marks: 1

Who starts the growth spurt earlier?

Choose one answer.

- a. It depends upon degree of physical activity.
- b. It depends upon parental height.
- c. boys
- d. girls

Question 50 🚩

Marks: 1

Who was the originator of psychoanalytic theory?

Choose one answer.

- a. Freud
  - b. Horney
  - c. Jung
  - d. Darwin
-

# TEXARKANA COLLEGE

Syllabus: Child Psychology Course Number:

Psyc 2308 Semester & Year: Fall 2013 I

Instructor Information:

Name: Dr. Phyllis Abel Gardner Office: A

Telephone: 903-923-3387

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Office Hours: 7-8 am M - Th; 8-9 am T & Th; 11-12pm MW; 8-10 F

## Textbook Information

Child Development By Arnett & Maynard

ISBN-10: 0205987737 • ISBN-13: 9780205987733

## Student Learning Outcomes for the Course

discuss in general terms the major concepts of child development, understand the connections between the mind and body.

have general understanding of major theories related to children's emotional well-being.

understand the appropriate application of psychological principles in the classroom & at home. To engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of

information (Critical Thinking Skills)

to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility)

demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills)

to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (Empirical and Quantitative Skills)

## Student Requirements for Completion of the Course and Due Dates

Students will complete chapter exams that will include 2 chapters per exam, brief quizzes covering course material presented in movies, one term paper according to directions given and occasional in class activities which may carry additional points. *In class activities and movie quizzes may not be made up in the event of absence unless the absence was excused, as outlined in the student handbook. Make up exams are given in the testing center. You do not need to make an appointment with me. Exams*

*are placed in the testing center within 72 hours of the day the exams were given. You must complete all make-up exams no later than NOON Friday, December 6, 2013. Your term paper is due Tuesday, November 19, 2013. Instructions for the paper are attached.*

## Student Assessment

Movie quiz and activity points are added to chapter tests, as bonus points. All test grades and the term

paper are averaged together to yield a final grade.

Grading Scale NOTE: This grade scale is based on the reality that most professional licensure and certification exams are founded on a "cut" score of 70. I expect my students to begin getting used to this now. However, I offset this higher standard by

allowing you to use notes on MOST of your chapter tests, provided that they are our personal notes, hand-written and in a "blue-book." These blue books are available at the bookstore for less than a dollar per book.

Grade	
A	90-100
B	80-89
C	75-79
D	70-74
F	69-below

### Absentee Policy

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she may be considered absent. Three tardies constitute one absence

Faculty members are not obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. Experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student may receive a grade of "F" in the class. The instructor will submit the last elate of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

### EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD

LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons.

### MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student may be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

Ac 1de 11ic<classes: A COURSE TI A'f;;I\IEE'FS F@R TIE PULLcl6 WE':EKSEMESTEI ..	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
Three tardies count as one absence	

**Make-up Policy**

*In class activities and movie quizzes may not be made up in the event of absence unless the absence was excused, as outlined in the student handbook. Make up exams are given in the testing center. You do not need to make an appointment with me. Exams are placed in the testing center within 72 hours of the day the exams were given.*

**Academic Dishonesty Policy**

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".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkana.college.edu/PDF/Files/CurrentStudents/studenthandbook.pdf>

**Disability Act Statement:**

Texarkana College complies 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 ..

**Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

NOTE: Every semester, no matter how hard I try and how many times I proofread - I may still miss something. If you are unsure about my requirements or due dates, you must ask! I cannot correct misunderstandings if they are not brought to my attention. The burden is yours.

## Term Paper: Children's Literature Review

You will evaluate one of the two books listed below. I expect you to be able to identify obvious and hidden messages in this book – aside from the central plot. Sometimes the author is not trying to make a particular point; but you might find certain aspects of the material that can provide opportunities for discussion with children. If you understand children's literature and are familiar with a variety of books and authors, you will notice that a particular storyline can be a catalyst for approaching a sensitive topic, such as puberty, sexuality or relationships with parents, etc. In addition, characters will model both appropriate and inappropriate behavior that I expect you to identify.

**General Comments/Instructions:** You will prepare a two-part paper on the book that you choose to evaluate. Your cover sheet should include the complete citation for the book (title, author, publisher, year of publication), along with the usual identifying data about you: full name, class, hour, date, assignment name. Each of the two parts of the paper should begin on a separate page, with a heading. All papers must be typed, double-spaced and in a plain, 12 pt. font, such as Times New Roman or Courier New.

*Part One:* The first part should be titled: SUMMARY. It should be written in paragraph form. I expect just a summary of the plot, covering all of the main events and important subplots – not a "review" offering your editorial comments. You will be penalized for editorializing in your summary. This is also where a student might be tempted to fudge, using a canned summary from a website or from a book review somewhere. I consider that cheating. If I catch a student cheating I will drop said student with an "F".

*Part Two:* The second part should be titled: DISCUSSION POINTS. You should begin with a paragraph or two giving your general opinion of the book, including the age of children for whom it is considered appropriate. Next, you should identify and number each of the discussion points/lessons/teaching opportunities you find. Numbering means:

1. Courage: Blah, blah ...
2. Loyalty: Blah, blah ...

State the plot point and then briefly summarize how it might be helpful in teaching or opening a discussion with a child on the particular subject. Some of these will be positive; some will be very sensitive – or even negative points that you think need clarifying by an adult – or that perhaps should not have been included in the book at all – in your opinion.

In some cases, you'll get a feeling that the author of a book is trying to indoctrinate children with a particular political or moral view. If you see these issues, identify them and state whether or not you agree with the tactic – depending on the issue involved. For example, there is a book called something like "Heather Has Two Mommies." It is about families with gay or lesbian parents. You may object to this book being required reading in a classroom. Explain why. On the other hand, you may see this as a perfect opportunity to teach children to accept different types of family structures. Explain why.

These papers are not expected to be long, but I am familiar enough with all of these to be able to evaluate how well you cover the material. The first part, the summary, should be at least a page or a little more. The second part, the discussion or teaching points, should probably be about the same length, but perhaps longer. Some people are very good at this, especially the second part. They will be able to do much more; grades will reflect their ability.

Eloise by Kay Thompson

Velveteen Rabbit by Margery Williams Due: *Tuesday,*

*November 19, 2013*

I accept no excuses on late papers; if you are absent but wish to receive full credit - you must email your paper as a WORD attachment. This means .doc or .docx only. I will accept your papers LATE until Friday of the same week...with a 25 point deduction. For the record: "Late" means that you failed to turn in your paper during the class period in which it was due. Emailing a paper in the wrong format is also considered late.

Other rules:

1. AU emails to me need to come from your college email address.
2. Put your class Psych 2301.01 or 2301.02 in the subject line.
3. Understand that I delete unfamiliar emails.
4. Coming late to my class might get you locked out.
5. Do NOT knock on my door or enter if the door is closed. You are too far into the period to be admitted. Allowing you to enter disrupts class.

T - August 27	Fall Classes begin - syllabus, orientation, contract
Th- August 29	Children's Literature Term Paper Discussion
T - September 3	Chapter 1: A Cultural Approach to Child Development
Th- September 5	Chapter 2: Worksheet:
T- September 10	Chapter 2: Mini-lecture - Why It wasn't really the Mailman.
Th- September 12	Test: Chapters 1- 2
T - September 17	Movie: Finding Forrester
Th - September 19	Finish Finding Forrester
T - September 24	Tour Library with Library Staff - Don't forget to sign in THERE!
Th - September 26	Chapter 3: Birth and the Newborn Child
T- October 1	Chapter 4: Infancy
Th - October 3	Test: Chapters 3 - 4 & Finding Forrester
T - October 8	Movie: Little Man Tate



Th - October 10	Finish Little Man Tate
T - October 15	Chapter 5: Toddlerhood
Th - October 17	Chapter 6: Early Childhood
T - October 22	Chapter 6: Early Childhood
Th - October 25	Test: Chapters 5 - 6 & Little Man Tate
T - October 29	Movie: Antwone Fisher
Th - October 31	Finish Antwone Fisher
T - November 5	Chapter 7: Middle Childhood
Th - November 7	Chapter 7: Middle Childhood
T - November 12	Chapter 8: Adolescence
Th - November 14	Chapter 8: Adolescence
T - November 19	Test: Chapters 7 - 8 & Antwone Fisher Paper Due
Th - November 21	Chapter 9: Emerging Adulthood
T - November 26	Thanksgiving Holidays - No Classes
Th - November 29	Thanksgiving Holidays - No Classes
T - December 3	Chapter 9: Emerging Adulthood
Th - December 5	Test: Chapter 9; Friday is the last day to make up tests.
T - December 10	Review for Final
Th - December 12	Comprehensive Final Exam - This is your ONLY opportunity to take this exam. DO NOT BE LATE.

This syllabus is subject to change at the discretion of the professor.