COURSE DESCRIPTION: Child Growth is designed to provide students with an integrated exposure to child development. A broad theoretical background is combined with principles of application.

"As a rule, however, we do not respect our children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which we would wish to help develop in them..."

Maria Montessori

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Office Hours: Before class; appointments arranged as needed

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Text: Child and Adolescent Development, An Integrated Approach
Karen Owens, Wadsworth
Course Objectives: It is my hope and intent that upon completion of this course you will have developed

1. insight into how heredity and environment influence the child.
2. a way to interpret and understand the social behavior of children
3. tools to recognize the physical, cognitive, and psychological stages the child is experiencing.
4. awareness concerning the factors affecting language development
5. knowledge regarding current theories about child development.
6. perspectives regarding the significance of attachment and its influence on behavior
7. knowledge about the influence of the family
8. an ability to utilize course material to improve your experiences with children
9. views about how media affects children’s experiences

Teaching Methods: This class will be taught using lecture, discussion, videos, and group exercises

Attendance: Attendance is encouraged. Students are responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student can be present).

Exams: Mid Term Exam and Final Exam are constructed in a multiple choice and short essay format. Exam dates are:

October 19 MID TERM EXAMINATION

December 17 FINAL EXAMINATION

Critical Thinking Assignments are designed to expand knowledge and bring interactive experiences into the learning process. There are four assignments
Exercises: highlighting various aspects of childhood through adolescence. Research is required using scientific journals and/or quality web sites reflecting scientific findings.

September 19: Assignment #1 due

October 3: Assignment #2 due

Friday, November 16: Assignment #3 due

Monday, November 26: Assignment #4 due

Grading: The Mid Term and Final Exam count as 60% of your grade. The 4 Critical Thinking Assignments collectively count as 40% of your grade.

In the event of a missed Mid Term or Final exam, students must contact me prior to the exam date. It is the responsibility of the student to make up the exam before the next class. Make up exams are constructed in an essay format.

Critical Thinking Assignments are to be submitted on the due dates outlined in this syllabus or be at risk for grade deduction. If there are extenuating circumstances, students must contact me prior to the assignment due date.

FINAL GRADE: Final course grade is determined as follows:

4 Critical Thinking Assignments = 40%

Mid Term Exam = 30%

Final Examination = 30%

Salem State College is committed to non-discrimination of handicapped persons as specified in Section 504 of the Rehabilitation Act of 1973. Students who qualify as handicapped persons under definition of this Act should notify me at the beginning of the course so that reasonable modifications in course requirements may be made if possible. If you are unsure whether you qualify, please contact the Office of Students with Disabilities at 978-542-6217, located in the Learning Center on the 4th floor of the Library.
COURSE ASSIGNMENTS

September 5
Orientation to Course
Chapter 1

September 12
Chapter 2: Cultural and Ethnic Influences on Children’s Development

September 19
Chapter 4: Parenthood, Prenatal Development, and Birth
Critical Thinking Exercise #1

September 26
Chapter 3: Genetics and Behavior

October 3
Chapters 5: Physical Development: Infancy and Toddlerhood
Chapters 6: Cognitive Development: Infancy and Toddlerhood
Critical Thinking Exercise #2

October 10
Chapter 7: Socioemotional Development: Infancy and Toddlerhood

October 17
Mid Term Examination
(Chapters 1-7)

October 24
Chapter 8: Physical Development: Early Childhood
Chapter 9: Cognitive Development: Early Childhood

October 31
Chapter 10: Socioemotional Development: Early Childhood
November 7
Chapter 11: Physical Development: Middle Childhood

November 14
Chapter 12: Cognitive Development: Middle Childhood

November 21
Chapter 13: Socioemotional Development: Middle Childhood
Critical Thinking Exercise #3

November 28
Thanksgiving Recess

December 5
Chapter 14: Physical Development: Adolescence
Chapter 15: Cognitive Development: Adolescence

December 12
Chapter 16: Socioemotional Development: Adolescence

December 19
Final Examination (Chapters 8-14)
Critical Thinking Exercise #1

Prenatal Development

Chapter 4

Prenatal Development and the Father

The nutrition, drinking habits, smoking habits, and drug and alcohol consumption of the mother have always been considered critical to the healthy prenatal development of children, but can the father have an impact on the health of the child? What kind of contribution can he make? Find a web site that discusses this issue and document the URL, the title of the web site, and a summary (in your own words) of the contents of the site. Add your own perspective on whether it is reasonable to consider the contribution of the father in the healthy or unhealthy prenatal development of the child.

Critical Thinking Exercise #2

Physical and Cognitive Development in Infancy through Childhood

Chapters 5-6

Design a Toy

Infants and toddlers love toys and exploring their environment. Imagine that you work for a toy manufacturer. You are assigned to come up with this year's unique best-selling toy for one of the following developmental areas: infancy; toddlerhood; early childhood; or middle childhood.

Create the toy. **Do not copy one.** Give your toy a name. Make your toy engaging but also safe to use. Think about what physical and/or cognitive skills are enhanced by using your toy?

Imagine that your toy is to be marketed on the World Wide Web. Write a description of your toy that is to be read in class (that will persuade parents and child care professionals (and me!) to purchase it).

Prepare to demonstrate your toy in class. Be able to describe the various advantages of your design.
Critical-Thinking Exercise #3

Gender

Chapter 10

Boys Playing with Dolls

Mr. Brown does not want his five year old son, Shawn, to play with dolls. He believes that if his son plays with feminine toys, he will grow up with feminine traits. How much do toys influence behavior? Does playing with toy guns promote violent behavior?

Using theoretical information from our text and Web sites that provide perspectives on this topic, write a one to two page essay concerning this issue. Remember to cite the URLs and the title of the Web sites you have consulted.

Critical Thinking Exercise #4

Socioemotional Development in Adolescence Chapter 16

Eating Disorders

Imagine you are a psychologist researching eating disorders among adolescence. You are preparing for a talk on this topic at Salem High School. The Guidance Office at the high school has asked you to address these following questions in your presentation:

- What characterizes an eating disorder?
- What is the Diagnostic Statistics Manual? (DSM 1V)
- How are eating disorders described in the Diagnostic Stastistical Manual?
- Are there gender differences in eating disorders? Explain.
- What socioemotional factors contribute to the development of eating disorders?
- Are eating disorders more prevalent among certain racial and ethnic groups? Explain.

Do a search on the World Wide Web for information about eating disorders. What types of eating disorders exist? What other factors need to be considered concerning the increase in this behavioral problem? Then search for at least two Web sites that discuss treatment and prevention strategies. Write a two to three page paper summarizing your research. Remember to cite the URLs and the title of the Web sites you have consulted.