COURSE TITLE: Child Psychology
COURSE NUMBER: DEP 2102

COURSE DESCRIPTION (with prerequisites):
A course with application to an objective study of the preadolescent child. Preadolescent physical, psychological, and social development are studied. Special problems of child training in the family and of social adjustment at school are discussed. Prerequisite: PSY 2012 - General Psychology. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Sarah Gambill, M.S.  
gambills@chipola.edu  
850-718-2490

Latresha Bighem-Moore, M.S.  
bigheml@chipola.edu  
Instructor  
850-526-2761 ext. 3261

EFFECTIVE ACADEMIC YEAR: 2014-15

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable
reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the **LINCCWeb** icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas
support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**

Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**

All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

SS-1 Identify theories and research that behavioral scientists use to explain and investigate behaviors and social trends.

SS-2 Use appropriate social, historical, and psychological methods to analyze contemporary issues in public policy.

SS-3 Identify behavioral, historical, social, political, and economic issues from the global perspective.

SS-4 Describe the social, behavioral, historical, political, and economic sciences as inter-related disciplines.

SS-5 Explore and explain the personal, social, and historical implications of technology.

SS-6 Identify ways to promote understanding of differences and commonalities within diverse cultures.
## Linking Course-Level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts

### Course-Level Student Learning Outcomes for DEP 2102

- To identify appropriate methods, technologies and data that social and behavioral scientist employ to investigate the human condition.
  - SS-1, SS-2, SS-3, SS-4, SS-5, SS-6
  - Written reports. Copy of exams. Copy of quizzes.

- To explore a variety of behavior psychopathologies and the various treatment modalities used in treating these disorders.
  - SS-1, SS-2, SS-3, SS-4, SS-5, SS-6
  - Q, DE, UT, F

- To become cognizant of how psychology impacts our lives.
  - SS-1, SS-2, SS-3, SS-4, SS-5, SS-6
  - Q, DE, UT, F

- To explore the etiologies and the theories that is associated with psychological disorders.
  - SS-1, SS-2, SS-3, SS-4, SS-5, SS-6
  - Q, DE, UT, F

### Assessment Codes

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### Means of Accomplishing Student Learning Outcomes:

1. Read all assigned materials.
2. Attend and participate in class discussions.
3. Complete study guides and notes from class discussions and lectures.
4. All courses taught under the auspices of the Social and Behavioral Sciences will include an oral component, oral presentations and or classroom discussions.
5. Chapters are as follow:
   - Chapter 1: Framework for Development
   - Chapter 2: Studying Child Development and It’s Contents
   - Chapter 3: The Biological Context of Development
Chapter 4: Prenatal Development, Birth, and the Newborn
Chapter 5: Early Capacities in Infancy
Chapter 6: The Brain, Physical Growth, and Health
Chapter 7: Piaget and Vygotsky
Chapter 8: Information Processing and Core Knowledge Approaches
Chapter 9: Intelligence and Schooling
Chapter 10: Language and Communication
Chapter 11: Social and Emotional Worlds of infants and Young Children
Chapter 12: Self and Identity
Chapter 13: Sex Differences and Gender Role Development
Chapter 14: Moral Development
Chapter 15: Relationships with Peers
Chapter 16: Families and Society

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.