TEXAS A&M UNIVERSITY  
College of Education  
Department of Educational Psychology  

SYLLABUS and COURSE OUTLINE – Spring 2013  
EPSY 320: Child Development for Educators

Instructor: Dr. Joyce E. Juntune  
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e-mail: j-juntune@tamu.edu

Suzanna Ramos  
suzannaramos@gmail.com

Best way to reach me

Class Meetings: T R 3:55 pm – 5:10 pm  
Room 104, Harrington Classroom Building (HECC)


Course Purpose: This course is designed to provide an overview of the research and theory on child development.

Course Objectives

1. To gain an understanding of the developmental stages and the transitions infants and children go through as explained by leading developmental psychologists.

2. To gain an appreciation for the interrelationship of theory, research, and practice in understanding infants and children.

3. To be able to apply the understanding of development to education, parenting, and current and future work with children.

Learning Outcomes:

1. Students will be able to apply the principles of child development to various toys available on the market as evidenced by a written analysis.

2. Students will be able to identify and describe the areas of development as evidenced by a variety of observation opportunities followed by a written analysis.

Prerequisites: Junior or senior classification
"Students with Disabilities Act"

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room D110, or call 845-1637. For additional information visit http://disability.tamu.edu.

"Academic Honesty"

As commonly defined, plagiarism consists of passing off as one’s own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

"Students with Special Needs"

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/appiehonor/
Course Requirements:

- **Attendance** – All students are expected to attend class faithfully and to participate fully, including completing the assigned reading material which will be the basis of class discussions. Attendance requirements will follow the guidelines set forth by Texas A&M University. (Student Rule 7 - [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm))

- **In-class activities** – There will be regular in-class learning activities, which are designed to build your understanding of the assigned readings and concepts covered in the class.

  **The in-class learning activities cannot be made up if you miss class.**

  Each of these will be worth 5 points.

- **Application assignments** – There will be regular chapter application assignments that will be used to extend and apply the reading material in the chapter.

  Each of these will be worth 5 points.

- **Projects** – There will be six projects designed to cover different aspects of the field of Child Development. Instructions for each project will be posted on TAMU elearning. ([http://elearning.tamu.edu/](http://elearning.tamu.edu/))

  - All projects must be typed!!!
  - Project 1 – Mini-Observations #1 (Sept 13th) & #2 (Nov 3rd) (10 points each = 20 points)
  - Project 2 – Toy Analysis (15 points)
  - Project 3 – Research/Authoritative Article Summary (15 points)
  - Project 4 – Reflection Paper (15 points)
  - Project 5 – Observation of Children in Informal Settings (60 points)
  - Project 6 – Analysis of a Childhood Game (15 points)

- **Exams** – There will be three exams. I will throw out the lowest test score and only use the highest of your three exam scores. Given this—**NO MAKEUP EXAMS WILL BE OFFERED.** You do not need permission to miss an exam—but if you miss more than one exam, you will receive a zero grade for the second missed exam.

  Each exam is worth 15 points.

Grading:

Grades will be calculated according to the following:

- Chapter applications and in-class activities ———— 85 points possible
- Projects ———— 140 points possible
- Exams (15 points each) ———— 30 points possible

**PLEASE NOTE**——

- The latest a chapter application assignment can be turned in for credit is the day of the test covering that chapter. Assignments received after that day will be returned ungraded.
**Timeline for Class:**

**January 15**  
*Introduction to Child Development*  
Overview of the course.  
Introduction to the field of Child Development  
Themes  

**January 17**  
*The Science (Foundations) of Child Development*  
ASSIGNMENT DUE: Read – Ch 1—Theories & Research Designs  

**January 22**  
*Family Relationships*  
ASSIGNMENT DUE: Read – Ch 14  
Parenting, Grandparents, siblings, blended families  

**January 24**  
*Theories of Cognitive Development: Piaget*  
ASSIGNMENT DUE: Read – Ch 6a (6.1)  
Piaget – Principles and applications  

**January 29**  
*Theories of Cognitive Development: Beyond Piaget*  
ASSIGNMENT DUE: Read – Ch 6b (6.2, 6.3)  
Vygotsky, core knowledge, information processing  

**January 31**  
*Cognitive Processing and Academic Skills*  
ASSIGNMENT DUE: Read – Ch 7  
Memory, Problem Solving, comprehension  

**February 5**  
*Intelligence and Individual Differences in Cognition*  
ASSIGNMENT DUE: Read – Ch 8.1, 8.2  
Intelligence, Intelligence testing, individual differences,  

**February 7**  
**INDEPENDENT WORK DAY**  
*Do Toy Analysis Project*  

**February 12**  
*Intelligence and Individual Differences in Cognition*  
ASSIGNMENT DUE: Read – Ch 8.3  
Gifted, special needs, creativity  

**February 14**  
**Exam #1**  
covers chapters 1, 6, 7, 8, 14 and lectures to date  

**February 19**  
*Emotional Development*  
ASSIGNMENT DUE: Read – Ch 10  
Emotions, temperament, attachment  

**February 21**  
**INDEPENDENT WORK DAY**  
*Do Research/Authoritative Article(s) Project*  

**February 26**  
*Moral Understanding and Behavior*  
ASSIGNMENT DUE: Read – Ch 12  
Moral development, prosocial behavior, aggressive behavior  

**February 28**  
*Gender and Development*  
ASSIGNMENT DUE: Read – Ch 13  
Gender differences, theories of gender identity
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 5</td>
<td>Independent Work Day: Work on Reflection Paper</td>
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<td>March 7</td>
<td>Independent Work Day: Opportunity to do the Gender Bonus Activity</td>
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<td><strong>Spring Break</strong></td>
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<td>March 19</td>
<td>Language and Communication: ASSIGNMENT DUE: Read – Ch 9. Steps to speech, styles of learning language, language development</td>
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<td>March 21</td>
<td>Perceptual &amp; Motor Development: ASSIGNMENT DUE: Read – Ch 5. Perceptual Development, Motor Development</td>
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<td>March 26</td>
<td><strong>Exam #2</strong> covers chapters 5, 9, 10, 12, 13 and lectures to date</td>
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<td>March 28</td>
<td>Influences Beyond the Family: ASSIGNMENT DUE: Read – Ch 15. Play, friendship, school, television</td>
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<td>April 2</td>
<td>Understanding Self &amp; Others: ASSIGNMENT DUE: Read – Ch 11. Self-concept, self-esteem, search for identity</td>
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<td>April 4</td>
<td>Genetic Bases of Child Development: ASSIGNMENT DUE: Read – Ch 2. Heredity, From Genes to Behavior</td>
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<td>April 9</td>
<td>Independent Work Day: Major Observation Project</td>
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<td>April 11</td>
<td>Independent Work Day: Major Observation Project</td>
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<td>April 16</td>
<td>Independent Work Day: Major Observation Project</td>
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<td>April 18</td>
<td>Prenatal Development, Birth, and the Newborn: ASSIGNMENT DUE: Read – Ch 3. Prenatal development, risks to pregnancy, newborn. Major Observation Project Due April 18th</td>
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<td>April 23</td>
<td>Growth &amp; Health: ASSIGNMENT DUE: Read – Ch 4. Physical growth, brain development</td>
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<td>April 25</td>
<td><strong>Exam #3</strong> covers chapters 2, 3, 4, 11, 15 and lectures to date</td>
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<td>April 30</td>
<td><strong>BONUS DAY!!!</strong> Analysis of an Outdoor Game Due April 30th</td>
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References


