



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

PSY 252 Psychology of Child Development Syllabus PSY 252 A Fall 2017

Instructor and Class Information

Instructor Name	Leah Hamann
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Phone	701-221-1380
Office Location	Education Building, Office #112
Office Hours	As Arranged
Section Number	A
Start Date	8/21/2017
End Date	12/8/2017
Meeting Times	Tuesday/Thursday - 1:00 pm-1:50 pm
Location	Education Building, Room B02

Course Information

Course Number	PSY 252
Course Title	Psychology of Child Development

Course Description

A study of human development from conception through childhood. Includes language and cognition, physical and perceptual, and social/ emotional aspects, emphasizing typical and atypical childhood development. Consideration of cultural, linguistically and ability diverse development will be emphasized in the course content.

Pre-requisite: PSY 111

Total Credits	3.00
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Textbooks

Trawick-Smith, J. (2014). Early Childhood Development: A Multicultural Perspective (6th Edition). Pearson. ISBN: 0-13-286859-8.

Course Objectives

1. Identify and explain different child development theories from a multicultural perspective.

2. **Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children’s biological inheritance.**
3. **Recognize different areas of development, including social, emotional, cognitive, physical, and linguistic, beginning in infancy through the primary years and how each affects learning and teaching.**
4. **Analyze families and children from a multicultural perspective.**
5. **Identify and reflect on major social issues that affect child growth and development.**

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

50% Projects & Assignments

30% Course Participation

20% Assessments

State Standard and Program Outcomes

State Standard -

50015.3c Professionalisms - 3c: Development of Critical Thinking, Problem Solving and Performance Skills

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone’s understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student’s responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4. Summit Attendance

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the “Communities – Stronger Together” theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

5. Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student’s responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

6. Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

7. Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request

mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

8. Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

9. Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Elementary Education Program Outcomes	Assessment
50015.3 Professionalisms - 3c: Development of Critical Thinking, Problem Solving and Performance Skills	Research Paper and Presentation

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Comprehension Questions

Questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature while assessing their understanding of the information provided through the text and supplemental readings.

Exams/Quizzes

Periodically teacher candidates will be assessed of their understanding of information related to the course based on the textbook readings, class lectures, and any other material distributed by the instructor.

Assignment #1 – Family Interview (Refer to Chapter 18 in your text)

Identify two families with young children who are of distinct cultural and socioeconomic backgrounds. Interview parents regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a **four-page (double spaced) narrative report on these interviews (2 pages per family)**, guided by the following questions.

1. How do these families differ in infant care beliefs and practices? How are they alike?
2. To what degree does culture affect similarities and differences in care giving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent, sibling) affect his or her practices and beliefs?
3. Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?
4. Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Assignment #2 – Service Learning (3 hours)

- ❖ Community volunteer program. Dates and events TBA.

A reflection paper of the overall experience will be generated by the teacher candidate that shares their overall experience that includes:

- ✓The role(s) that the candidate held during the event.
- ✓A highlighted moment that they observed or were engaged in during the event.
- ✓Reflection of their experience that outlines what knowledge they gained from participating in the event.

Assignment #3 Midterm Assignment – Article Review

Find an article in a peer-reviewed journal that is based on a development area such as physical, social/emotional, cognitive, or language. Using your own words (this means do not copy anything from the article word for word), **write a two-page (double-spaced) summary** of the article. The summary should include three parts that are clearly labeled in the paper. Please indent five spaces at the beginning of each paragraph.

- 1) Introduction—What is the main goal of the article?
- 2) Summary—What is the article about?
- 3) Reflection—What do you think about the article? (need to include more than —I thought it was good.)

A separate reference page is required. You may use one of the following early childhood journals. Once you find your article, you must obtain approval from the course instructor.

Final Project/Assignment #4 – Research Paper and Presentation –

There are many issues that children face which may affect their growth and development. We will have 7 major topics including families, health, special needs, guidance, poverty, diversity, and advocacy/policy. Each teacher candidate will select a topic and then narrow it down to one specific sub-topic based on their current interest. You will then develop a question that you would like to answer to narrow down your research. Using current research articles candidates will write a five-page paper citing their resources. Please use the

information found under writing styles to generate your paper. You must talk visit with the course instructor about your research question before you begin your research.

For example under the major topic of **poverty** an individual may choose a sub-topic of **homelessness**. The research question, “**What impact does homelessness have on a child’s educational success?**”

THE PAPER IS THE WEEK PRIOR TO FINALS. Your paper needs to include the following:

1. **Introduction** - Includes the question that you want to study. Why is this topic important & relevant? Why do you think this is important? How does the topic affect child growth and development?
2. **Summary of research** – What did you find out?
3. **Analysis** – Your personal evaluation of the data you gathered from the 5 different sources.
4. **Conclusions** – What are your new insights about the topic studied? What new questions do you have? What are some of the recommendations that you can present?
5. **Reference Page** (five-page paper and reference page must follow APA format).

****Reference page is not included in your five pages. Your reference page will be your 6th page.**

- Each candidate will decide how to most effectively present their findings. **The use of *realia* (real objects) is recommended (brochures, handouts, books, examples that help get your point across to the class, class activities, PowerPoint or Prezi.)** *Printing something from the Internet is NOT considered realia. If you have a question about a realia item, visit with the course instructor.* Presentations will be scheduled during the during finals week.

Extra Credit Opportunity

None Provided

Submission of Assignments

- Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

Your Name
Title of Assignment
Due Date
Psychology of Child Development
Preparing Competent, Caring Teachers
Leah Hamann

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

Class Schedule

Date/Session	Topics
August	Course Introduction Chapter 1
September	Chapter 18, 2-4 Exam
October	Chapters 5-10 Exam Midterm: Article Review
November	Chapters 11-15 Exam
December	Chapters 16-17 Final: Presentations and Papers

SYLLABUS SIGNATURE PAGE

Course Title: Psychology of Child Development

Course Number: PSY 252

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date