DEREE COLLEGE SYLLABUS FOR:

PS 2207 DEVELOPMENTAL PSYCHOLOGY: THE PRESCHOOL YEARS -
LEVEL 4
( Revised Spring 2015)
3/0/3
UK CREDITS: 15

PREREQUISITES:  
PS 1000 LE Psychology as a Natural Science
PS 1001 LE Psychology as a Social Science

CATALOG DESCRIPTION:  
Theoretical approaches and methodological issues, biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on ecological and contextual perspective on development and on the practical implications of developmental science.

RATIONALE:  
The aim of this course is to provide students with a contemporary look at the scientific study of human development from conception to early childhood covering topics, issues, and controversies while integrating theory, research and practice. Implications for parenting, education, and social policy-making are discussed to help students apply course information to meaningful problems. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course. It provides the background knowledge to understand later periods of development and will be particularly helpful to those going into the field of early childhood development and education, counselling, daycare and social work.

LEARNING OUTCOMES: As a result of taking this course, a student should be able to:

1. Explain the strength, the weaknesses, the ethical issues and the applicability of descriptive and explanatory research methods generally in developmental research and in the context of specific areas

2. Describe the genetic and environmental mechanisms that underlie the universal development of physical, social, emotional and cognitive competencies and the processes that adapt these competencies to local conditions.

3. Outline the emergence of new structures and functions prenatally, perinatally and during infancy, and explain changes using appropriately concepts, theories and principles of interactions

4. Identify fallacies and hidden assumptions guided by preset criteria assessing children and development.

5. Show awareness of the interplay between emerging skills at different domains of developments (physical, cognitive, emotional) and describe how the sociocultural
developmental assumptions and expectations shape developmental changes.

6. Appreciate current issues and controversies as these impact on developmental and social issues within our culture.

METHOD OF TEACHING AND LEARNING:

In congruence with teaching and learning strategy of the college, the following tools are used:

- The course will consist of lectures with multimedia, and in-class discussion of documentary-style video footage and out-of-class assignments.
- Students are expected to sign in at Textbook’s web site on the first day of classes and make full use of its features.
- Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion.
- Practical exercises from textbook and interactive activities from multimedia resources will help student connect material to real-life situations and problems with defined guidelines.
- Office hours
- Use of Blackboard site

ASSESSMENT:

<table>
<thead>
<tr>
<th>Practical exercises– Formative</th>
<th>0%</th>
<th>short application exercises, in class discussion of video extracts, postings on Blogs</th>
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</thead>
<tbody>
<tr>
<td>One mid-term exam (1 hour) Summative</td>
<td>40%</td>
<td>Short essays, (Choice: 2 out of 3)</td>
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<tr>
<td>Portfolio- Summative</td>
<td>60%</td>
<td>Varied assignments (e.g. developmental diary, short documentary report, practical brochure, summary report) Assignments will vary in nature and length.</td>
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The formative assessments aim to enrich the students learning experience and enable them to achieve the learning outcomes .

The mid-term exam assesses Learning outcomes 1, 2, 3, 4 and 6, in the context of prenatal development and infancy.

The portfolio tests Learning outcomes: 1, 2, 4, 5 and 6, in the context of late infancy and preschool years.

READING LIST:

1. Required Material


2. Further Readings supplementing basic material covered in the textbook
A selection of articles will be assigned from


Bjorklund, D.F. (1997). In search of a metatheory for cognitive development (or, Piaget is dead and I don’t feel so good myself). *Child Development*, 68(1), 144-148.


**RECOMMENDED MATERIAL:**

The Psychologists  
American Psychologist  
Developmental Psychology  
British Journal of Developmental Psychology  
Infant and Child Development  
Early Child Development and Care  
Monographs of the Society for Research in Child Development

**WWW RESOURCES:**

American Psychological Association  
www.apa.org

British Psychological Society  
www.bps.org

European Society of Developmental Psychology  
hhttp://resources.iupsys.net/iupsys/index.php/iupsysresources/90-europe/31040-european-association-of-developmental-psychology-eadp

Society for Research on Child Development  
http://www.srcd.org/

A collection of Developmental Psychology Links at Athabasca University  

A directory by Tufts University that provides links to hundreds of sites containing child development research and practical advice.  
http://www.cfw.tufts.edu/

Online learning portal from The Open University and the BBC on family and child development  
http://www.open2.net./healtheducation/family_childdevelopment/index.html

BBC Portal on Children’s rights  
http://www.bbc.co.uk/worldservice/people/features/childrensrights/index.shtml

Information on child development, psychology, health issues, parenting and family life.  
http://www.childdevelopmentinfo.com/
Child Development website offering overview of Erikson's, Freud's and Mahler's theories of development. http://childstudy.net/

Learning resources for developmental psychology
http://DevPsy.org

**CONTENT OUTLINE:**

1. The study of human development
2. Biocultural Foundations
3. Prenatal development and Birth
4. The Newborn
5. Physical and cognitive development in Infancy
6. Social and emotional development in Infancy
8. Physical and Cognitive Development in Preschool years
9. Social and Emotional Development in the Preschool Years