DEREE COLLEGE SYLLABUS FOR:

PS 2207 DEVELOPMENTAL PSYCHOLOGY: THE PRESCHOOL YEARS -
LEVEL 4 3/0/3
( Revised Spring 2015) 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
depth foundations of development, prenatal development and birth,
physiological, 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>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Practical exercises</td>
<td>0%</td>
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<tr>
<td>One mid-term exam (1 hour)</td>
<td>40%</td>
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<tr>
<td>Portfolio</td>
<td>60%</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  

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/
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