

DREEE COLLEGE SYLLABUS FOR: PS 3008 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE		3/0/3
(Revised Spring 2017)		LEVEL 5 UK CREDITS:15
PREREQUISITES:	None	
CATALOG DESCRIPTION:	Integrated presentation of theory and research, focusing on physical, cognitive, and socioemotional development from the age of six through adolescence.	
RATIONALE:	This course is designed to familiarize students with the basic theoretical and empirical issues in the study of childhood and adolescence and their applications to child rearing and education. Topics include human behavior and processes related to the development of self-concept, gender concept, mental operations, moral reasoning, the impact of familial and extra-familial influences, and schooling.	
LEARNING OUTCOMES:	<p>As a result of taking this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Give a historical account of the concept of childhood, including theories and models of development and recognize various research methods used in the study of development. 2. Evaluate patterns of physical development from ages 6 to 12, as well as the newer approaches to explaining cognitive development in middle childhood. 3. Identify and analyze the personal, familial and extra-familial factors associated with engagement in school, as well as the cognitive consequences of schooling. 4. Critically discuss aspects of social, moral, and personality development in middle childhood, especially in terms of peers and family relationships. 5. Identify and evaluate the physiological changes marking the onset of puberty, as well as the development of cognitive functioning during adolescence. 6. Demonstrate detailed understanding of the relationship of adolescents to parents and peers, as well as identity development. 7. Apply theories to real situations with children and adolescents, conducting a small scale project. 	
METHOD OF TEACHING AND LEARNING:	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and discussions on selected readings ➤ Interactive group workshops on topics being taught ➤ In-class critical discussions of published articles ➤ Office hours ➤ Use of Blackboard site 	

ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td>Practical Assignment: Critical Review on current issues based on case studies, proposed topics, as well as suggested articles; 1500 words</td><td style="text-align: center;">40%</td></tr> <tr> <td>2 hour in-class Final examination: Essay questions (choice: 3 out of 5)</td><td style="text-align: center;">60%</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>In-class practical exercise: Application exercises on selected topics.</td><td style="text-align: center;">0%</td></tr> </table> <p>The formative test aims to prepare students for the examination. The practical assignment assesses Learning Outcome 7 The final examination assesses Learning Outcomes: 1 to 6</p>	Practical Assignment: Critical Review on current issues based on case studies, proposed topics, as well as suggested articles; 1500 words	40%	2 hour in-class Final examination: Essay questions (choice: 3 out of 5)	60%	In-class practical exercise: Application exercises on selected topics.	0%
Practical Assignment: Critical Review on current issues based on case studies, proposed topics, as well as suggested articles; 1500 words	40%						
2 hour in-class Final examination: Essay questions (choice: 3 out of 5)	60%						
In-class practical exercise: Application exercises on selected topics.	0%						
INDICATIVE READING:	<p>REQUIRED READING: Lightfoot, C., Cole, M., & Cole, S. <i>The development of children</i>. N.Y.: Worth Publishers. Latest edition.</p> <p>RECOMMENDED READING: Readings to supplement the basic material covered in the textbook.</p> <p>American Psychiatric Association (2000). <i>Diagnostic and statistical manual of mental disorders</i> (4th ed.). Washington, DC: American Psychiatric Association.</p> <p>Blatchford, P., Baines, E, & Pellegrini, A. (2003). The social context of school playground games: Sex and ethnic differences, and changes over time after entry to junior school. <i>British Journal of Developmental Psychology</i>, 21, 481-505.</p> <p>Boyd, D., & Bee, H. (2010). <i>The growing child</i>. Boston, MA: Allyn and Bacon.</p> <p>Caspi, A., Roberts, B., & Shiner, R. (2004). Personality development: Stability and change. <i>Annual Review of Psychology</i>, 56, 453-484.</p> <p>Freiberg, K. L. (2010). <i>Human development</i>. Boston: McGraw-Hill.</p> <p>Hetherington, E. M. (1994). Siblings, family relationships, and child development: Introduction. <i>Journal of Family Development</i>, 8, 251-253.</p> <p>Leman, P. J., Ahmed, S., & Ozarow, L. (2009). Gender, gender relations, and the social dynamics of children's conversations. <i>Developmental Psychology</i>, 41(1), 64-74.</p> <p>Martin, C. L., & Fabes, R. (2006). <i>Discovering child development</i>. Boston: Pearson.</p> <p>Moore, S., & Rosenthal, S. (2006). <i>Sexuality in adolescence</i>. New York: Routledge.</p>						

	<p>Siegler, R. S. (2007). Cognitive variability. <i>Developmental Science</i>, 10, 104-109.</p> <p>Siegler, R., DeLoache, J., & Eisenberg, N. (2010). <i>How children develop</i>. NY: Worth.</p> <p>Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. <i>Journal of Educational Psychology Review</i>, 17, 125-146.</p> <p>Zuckerman, D. M. (1985). Confidence and aspirations: Self-esteem and self-concepts as predictors of students' life goals. <i>Journal of Personality</i>, 53 (4), 543-561.</p>
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: British Journal of Developmental Psychology British Journal of Psychology Journal of Youth and Adolescence Infant and Child Development The Psychologist</p>
COMMUNICATION REQUIREMENTS:	Project submitted in Word. Academic use of English, both oral and written. APA style
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines, SPSS
WWW RESOURCES:	<p>American Psychological Association: www.apa.org</p> <p>British Psychological Society: www.bps.org.uk</p> <p>Psychology Network: www.psychology.ltsn.ac.uk</p> <p>American Psychologist: www.americanpsychologist.com</p> <p>Developmental Psychology Links: www.socialpsychology.org.develop.htm www.ericae.net/search.htm</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. The study of human development 2. Physical and cognitive development in middle childhood 3. School as a context for development 4. Social and emotional development in middle childhood 5. Physical and cognitive development in adolescence 6. Social and emotional development in adolescence

