

**University of Guam**  
**College of Liberal Arts and Social Sciences**  
**Psychology**

**PY 201-01: Child Development (HYB)**  
**Fanuchánan Fall 2024**

Instructor: Yoshito Kawabata, Ph.D.  
Office: HSS 220E  
Phone: 735 2886  
Email: kawabatay@triton.uog.edu

Class Time: TTH 12:30-1:50pm  
Class Location: HSS301 and Moodle  
Office hours:  
T 8:00-9:30am; 3:30-4:30pm  
TH 8:00-9:30am; 3:30-4:30pm  
F 1:00-2:00pm  
or by appointment

Semester Credit Hours: 3

### **Course Description**

PY201 is an introduction to developmental psychology, focusing on the period from conception through late childhood, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, personality, and physical development. **Prerequisite:** PY101

### **Textbook**

Bee, H., & Boyd, D. (2012). *The Developing Child (13<sup>th</sup> Ed.)*. Boston, MA: Allyn and Bacon.

### **Course Requirements and Evaluation Criteria**

Grades will be determined by the quality of all written work submitted, quizzes or exams, and attendance/in-class activities.

### **Courses Assignments**

1. **Attendance/participation/in-class activities:** Students are required to attend all classes and strongly encouraged to participate in-class activities and discussions. **Students who are late for classes or who leave earlier will get a half point deduction for attendance.**
2. **Discussion Forums:** A series of eight (8) Discussion Board Activities (DBAs) will be set up on Moodle and require your consistent, weekly participation throughout the course. Each discussion forum closes at the end of the specified duration. Each forum requires: a) your initial post; and b) your response to the classmate's post. There will be **no make-up discussions** after the due date.

Discussion postings will be graded on a 4-point scale:

- 0: No posting by due date
  - 1-2: Postings of less than average quality
  - 3: Postings of average quality
  - 4: Initial posting and response to a peer (unless stated otherwise) by due date and of excellent quality (showing evidence of analytical thinking, and support of assertions from readings and research)
2. **Quizzes:** There will be seven (7) quizzes in this course. The format of the quizzes may consist of multiple choices, true/false questions, and/or short essays. **Quizzes will be posted on Moodle on the date assigned and will be available during the whole week after the posting date.** Students are encouraged to complete them after reading assigned chapter(s). There will be **no make-up quizzes** after the due date.

3. **Research paper.** There will be one (1) paper in which you discuss what you learn from class. Paper Structure: The paper should be **7-10 pages long (this page limit does not include the title page, abstract, references, tables, and figures)**, typed, spell-checked, 12 point font, and double spaced. Paragraph one or two should include a brief description of topics you chose. The next sections should consist of your discussions. Take 3 key concepts or more from class and discuss them in a coherent manner. In the last paragraph, summarize your sections and discuss the most significant messages of your reaction paper. **The completed papers will be submitted to the instructor through Moodle (Turn-it-in).**
4. **Final Exam:** There will be one (1) exam in this course. The format of the exam may consist of multiple choices, true/false questions, and/or short essays. **The exam will be posted on Moodle on the date assigned and will be available during the week after the posting date.** The exam will be cumulative. There will be **no make-up exam** after the due date.

Optional

5. **Presentation:** The details about the presentation will be announced in class.

**GRADING**

Attendance/ participation	= 15 points
Discussion forums	= 10 points for each (10 x 8 = 80 points)
Quizzes	= 10 points for each (10 x 7 = 70 points)
Research paper	= 20 points (20 x 1 = 20 points)
Final Exam	= 20 points (20 x 1 = 15 points)
	Total = 200 points

Final grades will be determined according to the following schedule:

A+	= 98-100%
A	= 93-97%
A-	= 90-92%
B+	= 87-89%
B	= 83-86%
B-	= 80-82%
C+	= 77-79%
C	= 70-76%
D	= 60-69%
F	= 59% or less (Academic Failure)

Extra credit may be awarded to students who complete and submit high quality assignments that are evident that the student went beyond the class requirements. Opportunities for extra credit may be made available through the semester as they arise and posted on announcements.

**Late Assignment:** A paper assignment must be turned in on the date it is due. As a late paper assignment, 2 points of the grade will be deducted each day after the due date. An assignment turned in late by more than one week will not be accepted.

**Plagiarism:** Plagiarism is academic dishonesty or misconduct and, thus, is a serious problem in academia. For your information, the University of Guam in the Student Code of Conduct states that “The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes

the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Acts of plagiarism are prohibited in this class, and evidence of plagiarism in any assignment will result in an F grade for the assignment. If you have any questions about plagiarism, please consult me.

**Policies:** Class attendance, preparation, and participation are required for all students. Failure to complete an assignment/class activity will be considered as lack of attendance. Please email or phone my office if an emergency prevents you from attending a class. Excellent work and consistent preparation is expected for all students. Student and teacher relationships as well as relationships among peers must be respectful at all times.

**Disruptive Behaviors:** The following behaviors are considered as disruptive behaviors and please avoid them during the class.

- Failure to respect the rights of other students
- Excessive talking to other students
- Use of cell phones and other electronic devices
- Sleeping
- Threats or statements that jeopardize the safety of other students

**Title VII and Title IX:** The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statuses and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or [eeo-ada@triton.uog.edu](mailto:eeo-ada@triton.uog.edu). For immediate assistance in an emergency call 911.

**Americans with Disabilities Act (ADA):** For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

**No Recording Policy:** Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

### Student Learning Objectives

#### PY201 Course SLOs

Upon the completion of PY201, the successful student is expected to have acquired the following competencies:

- 1) Recognize the underlying philosophical assumption of major theories and principles in child psychology.
- 2) Identify basic facts, ideas, research findings, and terminology important in the various areas of child development.
- 3) Develop understanding, skills, and techniques for analyzing child behavior using the methods of science.
- 4) Gain a basic understanding of the interaction between genetic and environmental influences on child development.

- 5) Understand the impact of family dynamics, culture, and social factors on child development.
- 6) Apply concepts, principles, and theories to the real-world settings.

**Psychology Program PLOs**

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology.
- 2) Acquired and can appropriately apply knowledge of psychological research skills.
- 3) Acquired and can appropriately apply critical thinking skills in Psychology.
- 4) Developed competence in making appropriate applications of Psychology.
- 5) Acquired and can appropriately apply the values of Psychology.
- 6) Developed competence in information and technology literacy.
- 7) Developed competence in communication skills.
- 8) Acquired and can appropriately apply sociocultural and international awareness.
- 9) Acquired effective personal development skills.
- 10) Acquired knowledge and competence in career planning and development.

**University of Guam ILOs**

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of *any* degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

INSTITUTIONAL LEARNING OUTCOMES (ILOs)									
Appreciation of the Arts and Sciences	Mastery of Quantitative Analysis	Mastery of Critical Thinking and Problem Solving	Responsible Use of Knowledge, Natural Resources, and Technology		Understanding / Appreciation of Culturally Diverse People, Ideas, and Values	Effective Oral and Written Communication	Interest in Personal Development and Life-Long Learning		
PROGRAM LEARNING OUTCOMES IN PSYCHOLOGY (American Psychological Association-endorsed)									
Knowledge Base in Psychology	Research Methods	Critical Thinking Skills in Psychology	Applications of Psychology	Information and Technological Literacy	Values in Psychology	Sociocultural & International Awareness	Communication Skills Awareness	Personal Development Skills	Career Planning & Development
PY201. 1, 4	PY201. 1, 2, 3	PY201. 1, 3, 4, 5, 6	PY201. 3, 4, 5, 6	PY201. 2, 3	PY201. 1, 2, 5, 6	PY201. 5, 6	PY201. 2, 3	PY201. 6	PY201. 6

**Course Outline and Assignment Schedule**

MON	TUE	WED	THU	FRI	SAT	SUN
Reading  Discussion forum or quiz is available at 12:00am, if assigned.	Reading  <u>Meet in class</u>	Reading	Reading  <u>Participate in discussion boards or take a quiz if assigned.</u>	Reading	Reading	Discussion forum or quiz <b>due</b> by 11:59pm, if assigned

**Schedule of Topics and Assignments**

Week of	Module/Unit Topic and reading Assignments	Discussion Board Activity (DBA)/Assignments	Due dates
Week 1  Week of August 12	Introduction and course overview	<b>DBA 1</b> <b>Discussion Board Activity</b> <ul style="list-style-type: none"> <li>Post your self-introduction and goals and reply to at least one of your classmates.</li> <li>Review your syllabus.</li> <li>Start to read Chapter 1 and watch the film “Genie”.</li> </ul>	Self-introduction and goals and reply to your classmate(s) due by Sunday of the second week.
Week 2  Week of August 19	<i>Reading: Chapter 1: Basic Issues in the Study of Development</i>	<b>DBA 2 (Chapter 1)</b> <ul style="list-style-type: none"> <li>Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>Post a reply to at least one classmate for all questions by Saturday 11:59pm.</li> </ul>	
Week 3  Week of August 26	<i>Reading: Chapter 2: Prenatal Development</i>	<b>Quiz 1 (Chapter 2)</b>	Quiz 1 due by Sunday of this week.
Week 4  Week of September 2	<i>Reading: Chapter 3: Birth and Early Infancy</i>	<b>DBA 3:</b> <ul style="list-style-type: none"> <li>Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>Post a reply to at least one classmate for all questions by Saturday 11:59pm.</li> </ul>	

<p>Week 5 Week of September 9</p>	<p><i>Reading: Chapter 5: Perceptual Development</i></p>	<p><b>Quiz 2 (Chapter 5)</b></p>	<p>Quiz 2 due by Sunday of this week</p>
<p>Week 6 Week of September 16</p>	<p><i>Reading: Chapter 6: Cognitive Development I: Structure and Process</i></p>	<p><b>Quiz 3 (Chapter 6)</b></p>	<p>Quiz 3 due by Sunday of this week</p>
<p>Week 7 Week of September 23</p>	<p><i>Reading: Chapter 7: Cognitive Development II: Individual Differences in Cognitive Abilities</i></p>	<p><b>DBA 4:</b></p> <ul style="list-style-type: none"> <li>• Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>• Post a reply to at least one classmate for all questions by Saturday 11:59pm.</li> </ul>	
<p>Week 8 Week of September 30</p>	<p><i>Reading: Chapter 8: The Development of Language</i></p>	<p><b>Quiz 4 (Chapter 8)</b></p>	<p>Quiz 4 due by Sunday of this week</p>
	<p><b>Fall Break – No Class</b></p>		
<p>Week 9 Week of October 14</p>	<p><i>Reading: Chapter 9: Personality Development: Alternative Views</i></p>	<p><b>DBA 5:</b></p> <ul style="list-style-type: none"> <li>• Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>• Post a reply to at least one classmate for all questions by Saturday 11:59pm.</li> </ul>	

<p>Week 10 Week of October 21</p>	<p><i>Reading: Chapter 10: Concepts of Self, Gender, and Sex Roles</i></p>	<p><b>DBA 6 (Chapter 14):</b></p> <ul style="list-style-type: none"> <li>• Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>• Post a reply to at least one classmate for all questions by Saturday 11:59pm</li> </ul>	
<p>Week 11 Week of October 28</p>	<p><i>Reading: Chapter 11: The Development of Social Relationships</i></p>	<p><b>Quiz 5 (Chapter 11)</b></p>	<p>Quiz 5 due by Sunday of this week</p>
<p>Week 12 Week of November 4</p>	<p><i>Reading: Chapter 12: Thinking About Relationships: Social- Cognitive and Moral Development</i></p>	<p><b>Quiz 6 (Chapter 12)</b></p>	<p>Quiz 6 due by Sunday of this week</p>
<p>Week 13 Week of November 11</p>	<p><i>Reading: Chapter 13: The Ecology of Development: The Child within the Family System</i></p>	<p><b>DBA 7:</b></p> <ul style="list-style-type: none"> <li>• Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>• Post a reply to at least one classmate for all questions by Saturday 11:59pm.</li> </ul>	
<p>Week 14 Week of November 18</p>	<p><i>Reading: Chapter 14: The Ecology of Development: Beyond the Family</i></p> <p><b>Presentation</b></p>	<p><b>No quiz or discussion forum</b></p>	<p><b>Research paper due by Sunday (November 24), 11:59pm of this week (Submit on Moodle)</b></p>
<p>Week 15 Week of November 26</p>	<p><i>Reading: Chapter 15: Atypical Development &amp; assigned research articles</i></p> <p><b>Presentation</b></p>	<p><b>DBA 8 (Chapter 14):</b></p> <ul style="list-style-type: none"> <li>• Post at least one response to all discussion questions by Wednesday 11:59pm.</li> <li>• Post a reply to at least one classmate for all questions by Tuesday 11:59pm</li> </ul>	<p><b>Due to Thanksgiving week, the deadline for this week's discussion board has been extended to Tuesday, December 3, 11:59pm.</b></p>

<p>Week 16 Week of December 4</p>	<p><b>Presentation</b></p>	<p><b>Quiz 7 (Chapter 15)</b></p>	<p>Quiz 7 due by Sunday of this week</p>
<p>Final week</p>			<p><b>Final Exam (cumulative) due Wednesday, December 11, 11:59 pm</b></p>