

**COURSE NARRATIVE FOR EPSY 202  
PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE  
AS A FOUNDATIONAL STUDIES COURSE IN  
THE SOCIAL AND BEHAVIORAL SCIENCES AREA**

Child Development is part of a broader interdisciplinary social science discipline known as Developmental Psychology that studies human development as it unfolds over the lifespan utilizing biological, social, psychological and anthropological perspectives. As a discipline, child development systematically studies quantitative and qualitative changes in the physical, cognitive and socio-emotional domains from conception through adolescence. Child Development is focused on describing, explaining and predicting the development and behavior of children under the age of 18 with the intent of enabling an understanding of child behavior so that as adults, parents and/or teachers, we can optimize their growth and development.

Child Development is one of the most germane and broadly applicable fields of study that can be undertaken by any individual. For students training to be teachers, Child Development provides information on typical child growth and development from conception through adolescence. Later, this enables students to know what to expect developmentally from children of different ages and stages enabling them to design developmentally appropriate instructional experiences. For other students, it provides information about children's development and the factors that shape development enabling them to gain retrospective insights into their own growth and development and a roadmap to use when they bring up their own children or simply participate in interactions with others' children.

A glance at the syllabus will show that EPSY 202, Psychology of Childhood and Adolescence covers a range of topics that are directly tied to the Learning Objectives of the Social and Behavioral Sciences Option of the Foundational Studies Program. As an interdisciplinary area of inquiry, the course continuously makes connections between and is informed by many diverse fields of study such as psychology, nutrition, psychiatry, pediatrics, anthropology, neuroscience, sociology, special education, philosophy, cognitive sciences, the learning sciences, and cultural and media studies in understanding holistic child development in a global context, thus making it a foundational course with broad applicability across disciplines. Throughout the course, students are required to understand some of the most influential theoretical orientations in the discipline and evaluate them critically for their coherence including their ability to understand and predict the behavior and psychology of children. The course also demands that students study the practical applicability of different theories across diverse cultures and historical, local and global contexts. At different times during the semester, they are required to articulate their incipient positions with regard to these theories in light of their experiences, and with regard to their application to contemporary social, cultural and historical issues at the local, national, and global levels. Through analysis of case studies, minute papers, media analysis, explorations of controversies relative to child development individually and in groups, done orally or in the form of written analyses, scrutiny of demographic data, discussions of individual, cultural, and national diversity, and more conventional strategies such as multiple choice exams, students synthesize a broad, critical, personalized and theory based view of child development as it occurs in a complex world.

# INDIANA STATE UNIVERSITY

## EPSY 202-section PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

**Instructor: Hema Ganapathy-Coleman, Ph. D.**

**Class Time: MWF 11-11.50 am**

**Class Location: Holmstedt Hall 0115**

**Instructor's Office: University Hall 301A**

**Phone: (812)237-2883**

**Email: [hganapathyc@isugw.indstate.edu](mailto:hganapathyc@isugw.indstate.edu)**

**Office hours:**

**Teaching Assistant:**

**TA Email:**

**Office hours:**

### Required Texts

1. Berk, L.E. (2009). *Child Development*. (8<sup>th</sup> Ed.). Prentice Hall.  
ISBN: 13:978-0-205-61559-9  
10:0-205-61559-7
2. Tk20 - all education majors only in any content area - please purchase an account online at [tk20.indstate.edu](http://tk20.indstate.edu).

### Course Description

Psychology of Childhood and Adolescence, EPSY 202 is an introduction to the study of child development from an interdisciplinary perspective from conception through adolescence. It examines development in the physical, cognitive, and socio-emotional domains quantitatively and qualitatively from childhood through adolescence utilizing biological, social, psychological and anthropological perspectives on child development. As a discipline, Child Development is focused on describing, explaining and predicting the development and behavior of children under the age of 18 with the intent of enabling understanding of child behavior so that as adults, we can optimize their growth and development.

EPSY 202 conceptualizes child development as a dynamic interaction of different domains of development in the medium of culture. In this course, cultural and individual variation in child development will be emphasized. EPSY 202 is meant to be a professional course for pre-service teachers. As a result, special emphasis will be placed on the applied value of theories i.e. their relevance in real life and applied settings and concepts in child/human development.

EPSY 202 is also a part of the larger Foundational Studies Program, falling within the Social and Behavioral Studies option. Child Development is one of the most germane and broadly applicable fields of study that can be undertaken whether or not you are an education major. For students training to be teachers, Child Development provides information on typical child growth and development from conception through adolescence. Later, this enables students to know what to expect developmentally from children of different ages and stages enabling them to design developmentally appropriate instructional experiences. For other students, it provides information about children's development and the factors that shape development enabling them to gain retrospective insights into their own growth and development and a roadmap to use when they bring up their own children or simply participate in interactions with others' children.

This course introduces fundamental methods of inquiry and research in the area of child development, an interdisciplinary field of study that draws from and informs a broad array of disciplines including but not limited to sociology, nutrition, anthropology, pediatrics, neuroscience, psychology and psychiatry, medicine, and cognitive sciences. It simultaneously fosters critical thinking regarding the complex factors that influence child development, and encourages application of this knowledge to broad range of life situations, thus helping with attaining Foundational Studies Program Learning Objectives (FSLO) # 1, 2, 3 and 9; and Learning Objectives of the Social or Behavioral Sciences option (SBLO) # 1, 2, 3 and 4. In emphasizing cultural diversity and individual differences in child development, and taking a broad, contextualized, and interdisciplinary, systems view of development, this course helps with the achievement of FSLO# 6 and 7. The writing activities in EPSY 202 facilitate the attainment of FSLO 10 and Skill Applied Learning Requirements (SALR) # 3.

### **Foundational Studies Program Learning Objectives**

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

### **Social or Behavioral Sciences Learning Objectives**

1. Describe how individual choices and/or evolving social institutions affect human decision-making;
2. Utilize discipline-specific methodologies to predict an individual or social outcome;
3. Connect discipline-specific content and methodology to contemporary social issues; and
4. Explain how the specific discipline informs and contributes to other disciplines.

### **Skill and Applied Learning Requirements**

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

### **Course Objectives**

At the end of the course:

1. Students should understand and be able to explain basic concepts and themes concerning child development.
2. Students should be able to identify, describe and discuss major theories of child development
3. Students should be able to list the milestones in major developmental domains

4. Students should be able to think critically about, and apply the concepts learned in this class toward an understanding of child development in diverse educational and cultural contexts, and across social issues in a variety of disciplines.

### **Course Format**

This course is supported by blackboard at blackboard.indstate.edu. *You are responsible for checking the course website regularly for announcements, course material and grades.* Any email communication pertaining to the course will be sent to your ISU account only; so please make sure that you check your ISU email account regularly.

The course will consist mainly of lectures and class discussions covering the mentioned topics in child development. Lectures will be supplemented with films and videotapes/video clips on selected topics. Periodically, guests will come into class to speak based on their knowledge and/or experiences in specific areas.

It is strongly recommended that you read the relevant material in advance, and ask questions during class meetings.

Students are invited to utilize the TA's and my office hours and email address to clarify doubts or ask questions about the content being taught. When you do so, we are able to assist and support you in meaningful ways throughout the semester.

You will find handouts and slideshows for the course on the course website. The slideshows are in reality note-taking outlines that will contain major points from the material on a topic or chapter. Please ensure that you print out a copy of the slideshows and bring it to class. The slideshows are only skeletal and will not provide you with most of the details you need to know. Printing out the slides and bringing it to class permits you to fill in definitions, elaborations and examples from lecture. It is your responsibility to ensure that you take careful and detailed notes in class.

The class schedule listed here is tentative, and while I do not plan too many changes, I reserve the right to adjust it as necessary. Any changes in test dates and/or material covered on a particular test will be announced at least one week in advance.

### **Course Requirements**

#### **Reading assignments**

Note that the title of this course is **EPSY 202** and not **EASY 202!** Students often perceive this as a difficult course. The course introduces many new terms, concepts and ideas. There is also a lot of content in terms of sheer quantity. You are expected to complete all assigned readings prior to the day they are covered in class. You are strongly urged to stay on top of your work because this course requires many submissions. Regular attendance and thorough preparation for both, classes and tests, are the keys to success in this course.

#### **Attendance and participation**

*Regular attendance is a pre-requisite for succeeding in this course and is an essential responsibility of all students in the class.* You are expected to attend every class, to come to class prepared to discuss the material you have read, and to participate fully in any class activities and discussions. Aside from consideration for the instructor and fellow classmates, attendance allows you the opportunity to maximize your learning potential while missing class puts you at a disadvantage. For example, many points I will discuss in lecture are not included in the text. Many in-class activities and quizzes are used to assess or consolidate learning. Points from these count towards the final course grade. Attendance is, therefore, expected. If you must miss a class, you should contact someone in the class to find out if any announcements have been made,

especially with regard to test dates. Finally, if you know you are going to be late to class, please let me know. Note that all absences except for documented athletic representations or educational activities (e.g. a conference that another instructor requires you to attend) count as absences. Please be courteous to the rest of the class and your professor by arriving for class *on time*. In return, I will end class on time. Thank you.

To encourage attendance, you will get extra credit for coming to class. Attendance will be taken in every class. Please ensure that you sign the attendance roster every time that you are in class. Bonus points will be added to your course point total based on the following criteria:

3 or fewer absences	10 points
4-5 absences	7 points
6 absences	5 points
7 or more absences	No bonus points

*However, learning is about being in class physically as well as intellectually and emotionally.*

### Etiquette

**Education is a precious gift and a rare opportunity that is accessible to very few people in the world. Please treasure it. As a college student, you are choosing to be in this class. It is your responsibility to ensure that you wake up, give yourself a caffeine jolt, do aerobics, take a cold shower or do whatever you need to do to wake yourself up and stay awake. I will be in class, awake, alert and prepared and expect the very same from you.**

**Arriving late to class, leaving early, dozing, sleeping, yawning loudly, talking, eating, using cell phones, texting, checking text messages, or reading non-class materials in class is unacceptable. Similarly, disrespectful and intolerant behaviors towards other students, the TA or the professor are unacceptable. Students engaging in these behaviors will be warned or asked to leave. Please keep your cell phones switched off during class. Questions, comments or opinions may only be addressed to the entire class or to the instructor.**

### Laptop Policy

While the university has chosen to require laptops of its students, the university also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. Laptops are not needed in this class. I prefer to see laptops neatly packed away. Failure to comply with this direction is a violation of the Code of Student Conduct and Laptop Statement 4 of ISU's Sycamore Standard.

***Students who come to class and then engage in these inappropriate behaviors will be marked absent for the day and/or asked to leave.***

**You will be closely observed on your dispositions/professional qualities including reflectiveness and commitment throughout the semester. An assessment of these dispositions based on my observations will be posted on tk20 (FSLO# 5, 8).**

### Assessments

#### **In-class Quizzes/Activities**

Over the course of the semester there will be a variety of brief, in-class quizzes, activities, and out-of-class short projects or homework. The quizzes/activities/projects will cover the assigned readings as well as any other material covered in class. The activities will involve applying the course material to particular questions or problems e.g. discussing in groups the implications of a theory for classroom practice; conducting a case study analysis; or examining a contemporary social issue that bears on child development and/or education (FSLO#1, 3, 9; SBLO # 1, 2, 3, 4; SALR # 1). Some brief assessments will consist of minute papers to test your comprehension; some will require you to articulate your opinion coherently about a concept, a trend or a theory

(FSLO# 2; SBLO # 3; SALR 1, 3). Others will ask for you to think about how information about child development and educational psychology informs other disciplines (FSLO #3, 10; SBLO # 2, 3, 4). Some of these will be worth as few as 5 or 6 points while others can be worth 20 or 25 points. If you miss a quiz or activity, you **WILL NOT** be allowed to make it up but you will be allowed (if you request your professor for this) to drop your lowest quiz or activity grade at the end of the semester. You can drop no more than 10 points and you can only request a drop if

1. You have completed all but one <10 point assignment and
2. You have made use of all the extra credit options offered

If you have missed several assignments and/or have not done anything to earn extra credit, you are not eligible for a score drop.

### **Homework**

One type of homework will require you to read specially assigned articles outside of the textbook. These short articles will be about policies and/or programs from around the world to broaden your perspective on child development and about education. You will be asked to carefully read and discuss/critique them or simply summarize them in light of a corresponding chapter or theory from the assigned text for the course or study them for their relevance to other disciplines (FSLO #6, 7; SBLO # 2, 3, 4; SALR # 1, 2, 3).

Another type of homework will require you to answer a question or complete a quiz that you will find on the blackboard site for the course and submit it (SBLO # 1, 2, 3, 4).

Yet another type of homework will ask that you locate a magazine, a film or a book for children of a certain age group, and critique it (FSLO 1, 2, 4, 7, 10; SBLO # 1, 2, 3, 4; SALR # 1, 2, 3).

All homework must be typed using Times New Roman 12-point font. Handwritten work will not be accepted! Please use the APA (American Psychological Association) style and citation format for all assignments. If you are unfamiliar with the APA style, please refer to the following website for information:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Note that every unstapled homework will be assessed a 2 point penalty.

### **Major Assignments**

One kind of activity/homework that you will be required to do will be a reflective essay of some sort that will require you to think about how you will teach or about some aspect of educational policy or practice. Some semesters, this is a group research into policy or practice. Some semesters, it is an essay that will require you to think carefully through and evaluate the theories that this course will cover throughout the semester. These will be formative essays that may begin with a single page that will require you to document your immediate likes and dislikes about the theories when you initially hear about them at the beginning of the semester. You will then keep re-crafting the initial document as your understanding and analysis increase in sophistication, earning credit for each improved draft. The homework will end at semester end with an elegant document stating and explaining your stance towards child development (FSLO# 2, 7, 10; SBLO # 1, 2, 3, 4; SALR # 1, 2, 3).

You are strongly urged to submit a draft of this document for feedback and/or meet with me prior to finally submitting it. Details will be announced later in the semester.

Another assignment will consist of a series of short, applied answers to questions drawing from scenarios in real life (FSLO# 3, 9; SBLO# 1, 2, 3, 4; SALR# 1, 3). You can access the assignment on blackboard. You will submit these to me for review electronically via tk20 if you are an education major on the deadline designated in the course calendar. Non education majors will

turn in a hard copy of their work. Assignments that are not received on time will be assessed a 5 point penalty for every day beyond the deadline.

**DEADLINES WHEN GIVEN ARE SERIOUS. SUBMISSIONS ON THOSE DAYS ARE DUE DURING CLASS HOURS. ANYTHING LATER WILL NOT BE ACCEPTED. PLEASE SUBMIT HARD COPIES OF WORK. *EMAIL SUBMISSIONS WILL NOT BE ACCEPTED UNLESS THEY ARE FOLLOWED BY HARD COPIES SUBMITTED IN CLASS WITHIN 48 HOURS OF THE DEADLINE.*** Remember that you could get sick, your computer could crash, and you could have 6 deadlines on the same day. So work ahead and plan for those deadlines.

### **Extra Credit**

For students desiring a more fine grained understanding of selected topics, or seeking to improve their grades, two extra credit options will be available – one around the middle of the semester and a second around the end of the semester. Details will be announced later.

### **Exams**

Three exams and a final exam will be given as listed on the course calendar. All exams will be given during class time (except for the final exam which will be given on the day, date and time assigned by the University). Each exam will be multiple choice format. Exams WILL NOT be cumulative. The final exam will be given during finals week and will also be in multiple choice format. **All exams will cover any information discussed in lectures, class discussions, assigned readings, and any other material presented in class. Note also that as the semester progresses, the exams will become more difficult. There will be a review session prior to each exam. *The review session is student led meaning that you will bring questions that you need answers/clarifications for.***

Please be advised that the exam questions can cover material in the textbook chapters that may not have been directly mentioned in class. Every single piece of information cannot be covered in class due to time constraints. You are responsible for the information in the assigned textbook chapters, even if we have not been able to directly discuss that information in class.

**No make-up exams will be allowed, without previous permission from the instructor. If there is a GENUINE reason and you give me documented proof and advance notice, we will schedule a make-up exam at a mutually convenient time. Note that the make-up exam will be more difficult than the actual exam. If you miss that date (e.g. you oversleep on the morning of the make-up exam), please be warned that no further make-ups will be scheduled. Your score will automatically be a “0” for that exam. If you are unable to take an exam in the event of a genuine medical emergency, it is your responsibility to inform me either before or at the end OF THE DAY OF THE EXAM. Documented proof of your condition will be required in order to schedule a make-up.**

### **GRADING**

Quizzes/ Activities/Homework	/250-350 points
Exam I	/ 50 points
Exam II	/100 points
Exam III	/100 points
Final Exam	/100 points
Assignment 1	/50 points
Assignment 2	/50 points

Total 

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 / 700-800 points

If you see an inaccurate score on your online grade sheet for this course, please report it to the TAs or the professor immediately so that the mistake can be rectified.

Final grades will be assigned using the following scale:

A = 90-100% of total points available (97% and above A+; 93% and below: A-)  
 B = 80-90% (87% and above B+; 83% and below: B-)  
 C = 70-79% (77% and above C+; 73% and below: C-)  
 D = 60-69% (67% and above D+; 63% and below: D-)  
 F = 59% or less

**Academic Freedom Statement**

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

This statement comes from the American Association of University Professors on the topic of academic freedom. For the purpose of this course, this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out in the course and by the entire faculty.

**Academic Misconduct**

Plagiarism and cheating are serious offenses and may be punished by failure in the exam or course.

Copying segments of material from any published article or book including your assigned text without clearly citing its source (i.e. without including name of author, year or publication and/or URL for an internet source) is an academic offense. Changing a few words around is not enough. When you summarize what you have read for an assignment or homework, *make sure that you really paraphrase it and put it in your own words.*

Please refer to ISU’s Academic Integrity Policy on [http://www.indstate.edu/humres/guidelines/academic\\_integrity\\_policy.html](http://www.indstate.edu/humres/guidelines/academic_integrity_policy.html)

Also note that the internet is not considered a valid scholarly source. Using obscure websites and their ideas to supplement a college-level answer is not recommended and will cost you points.

**Specific Needs**

Indiana State University is committed to providing each student with a positive work environment. If you need any assistance in the classroom due to a documented disability, you must register with the Disability Support Services when the semester begins. Please contact the Director of Student Support Services at 237-2301 at Gillum Hall, Room 202A, so that you receive the help you need.

**ANNOTATED COURSE CALENDAR**

August 26	Welcome, introduction to child/developmental psychology	Chapter 1
August 31	Intro. continued	Chapter 1
September 2	Theoretical perspectives in the study of children	Chapter 1
September 4	Theoretical perspectives in the study of children	Chapter 1
September 7	Weighing some of the pros and cons of various theories	
September 9 <i>Personal statement 1 about theoretical likes and dislikes</i>	Issues/themes in child/developmental psychology	Chapter 1

<i>due (FSLO# 2, 3, 10; SBLO # 1, 2, 3, 4; SALR # 1, 2, 3)<sup>1</sup></i>		
September 11	Methods of studying children	Chapter 2
September 14	Ethical issues in studying/working with children; <i>review for exam 1</i>	Chapter 2
<b>September 16</b>	<b>EXAM 1</b>	<b>Chapters 1 and 2</b>
September 18	Genetic foundations	Chapter 3
September 21	Genetic Foundations	Chapter 3
September 23	Prenatal Development	Chapter 3
September 25	Prenatal development	Chapter 3
September 28	Childbirth and birth complications	Chapter 3
September 30	Physical growth and development	Chapter 5
October 2	Physical growth and development	Chapter 5
October 5	Brain development	Chapter 5
October 7	Brain development	
October 9	Puberty	Chapter 5
October 12	Eating disorders among young people	Chapter 5
October 14	Piaget's Cognitive Developmental Theory; <i>Review for Exam 2</i>	Chapter 6
<b>October 16</b>	<b>EXAM 2</b>	<b>Chapter 3 and 5</b>
October 19	Piaget's Cognitive Developmental Theory	Chapter 6
October 21	Vygotsky's Sociocultural theory	Chapter 6
October 23	Vygotsky's Sociocultural Theory	Chapter 6
October 26	Information Processing Approaches	Chapter 7
October 28	Information Processing Approaches	Chapter 7
October 30 <i>Revised statement 2 of theoretical likes and dislikes due (FSLO# 2, 3, 10; SBLO # 1, 2, 3, 4; SALR # 1, 2, 3)</i>	Intelligence	Chapter 7
November 2	Intelligence	Chapter 8
November 4	Intelligence	Chapter 8
November 6	Sequence of language development	Chapter 9

<sup>1</sup> Annotation about assessments: There are four sections of EPSY 202 coordinated by H. Ganapathy-Coleman. Some sections are taught by graduate assistants who are closely supervised by Ganapathy-Coleman. However, individual instructors may change some assessments depending on the particular section they are teaching. The assessments listed here are typical of a class taught by Ganapathy-Coleman and are being offered here to show how Learning Objectives are met in this section of the course.

November 9	Sequence of language development	Chapter 9
November 11	Bilingualism	Chapter 9
November 13	Bilingualism	Chapter 9
November 16	Temperament	Chapter 9
November 18	Temperament; Review for Exam 3	Chapter 10
<b>November 20</b>	<b>EXAM 3</b>	<b>Chapter 6-9</b>
November 23	Attachment in childhood	Chapter 10
November 25, 27	Attachment beyond childhood	Chapter 10
November 30 <i>Revised statement 3 of theoretical likes and dislikes due (FSLO# 2, 3, 10; SBLO # 1, 2, 3, 4; SALR # 1, 2, 3)</i>	Development of self-esteem	Chapter 11
December 2	Development of identity	Chapter 11
December 4 <b>TK20 Assignment due at 5 pm</b> <i>Interpreting real life scenarios using various theories (FSLO # 3, 6, 7, 9, 10; SBLO 1, 2, 3, 4)</i>	Gender identity	Chapter 13
December 7: Study Week Begins	Moral development	Chapter 12
December 9	Moral development	Chapter 12
December 11 <b>TK20 Assignment 2 due at 5 pm:</b> <i>Final statement of theoretical likes and dislikes due (FSLO# 2, 3, 10; SBLO # 1, 2, 3, 4; SALR 1,2, 3)</i>	Summary	Chapter 12
<b>December 18, Friday, 10 am, regular classroom</b>	<b>FINAL EXAM</b>	<b>Chapters 10-15</b> (elements of chapters 14 and 15 i.e. information about the influence of individual, family and cultural contexts on development will be woven throughout the course)