

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 621

ADVANCED CHILD PSYCHOLOGY

COURSE DESCRIPTION

Advanced study of developmental processes from conception until adolescence. Focus on contemporary research in biological, cognitive, and socio-emotional development.

RATIONALE

The study of human development is the study of sequential and predictable patterns of change. By studying child psychology, the student will be prepared to recognize and respond to physical, cognitive, and psychosocial changes in a person through middle childhood. The course is designed to provide understanding, awareness, and scholarly opportunity to explore and react to typical and abnormal characteristics of child psychology in various contexts.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Differentiate major concepts, theories, and developmental stages associated with the physical, cognitive, and social domains of a child from conception until adolescence.
- B. Demonstrate literacy in psychological research by way of written expression on topics relating to the developmental processes of a child from conception until adolescence.
- C. Describe how culture and the environment impact biological, cognitive, and emotional change in a child from conception until adolescence.
- D. Produce methods that support child development and which demonstrate the ability to apply the reciprocal relationship between the environment, mental processes, and behavior.

- E. Appraise the association between principles of child development and the learner’s biblical worldview.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, include 2 scholarly citations, and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 classmates’ threads. Each reply must be at least 200 words and include at least 1 citation.

- D. Narrated PowerPoints (2)

The student will view Narrated PowerPoint presentations and respond to the embedded questions.

- E. Interactive Activities (6)

The student will complete Interactive Activities that will allow the student to further explore different elements of child psychology.

- F. Focused Learning Assignments (3)

The student will have the opportunity to explore a domain-specific topic for each childhood phase of life (infancy, early childhood, and middle childhood). Each Focused Learning Assignment will be supported differently (research, observation, and interview). Each assignment will be submitted as a 2-page paper.

- G. APA Quiz

The APA Quiz serves to provide a self-assessment of current APA knowledge as the student works to develop the Domain Importance Paper. The student may refer to the current APA Manual and/or other resources, and will be allowed unlimited attempts. The quiz contains 10 multiple-choice questions and will have a 30-minute time limit.

- H. Exams (3)

Each exam will cover the Reading & Study material for the assigned modules/weeks. Each exam will be open-book/open-notes, contain 40 multiple-choice and true/false questions, and have a time limit of 1 hour and 30 minutes.

VI. COURSE GRADING AND POLICIES

- A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Narrated PowerPoints (2 at 20 pts ea)	40
Interactive Activities (2 at 20 pts and 4 at 25 pts)	140
Focused Learning Assignments (3 at 100 pts ea)	300

APA Quiz		20
Exam 1	(Modules 1–2)	100
Exam 2	(Module 4)	100
Exam 3	(Module 6)	100
	Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PSYC 621

Textbook: Berk & Meyers, *Infants and Children: Prenatal Through Middle Childhood* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Berk & Meyers: chs. 1–4 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 Narrated PowerPoint 1 – Child Development Domain and Phases APA Quiz	10 0 50 20 20
2	Berk & Meyers: chs. 5–7	DB Forum 2 Interactive Activity 1: Sequence Analysis Exam 1	50 20 100
3	1 website	Interactive Activity 2: Development Domain Ranking Focused Learning Assignment 1	25 100
4	Berk & Meyers: chs. 8–10	DB Forum 3 Interactive Activity 3: Text Analysis Exam 2	50 25 100
5	1 website	Interactive Activity 4: Obesity Visual Analysis Focused Learning Assignment 2	25 100
6	Berk & Meyers: chs. 11–13	DB Forum 4 Interactive Activity 5: Matching Game Exam 3	50 20 100
7	1 website	Interactive Activity 6: ADHD Visual Analysis Focused Learning Assignment 3	25 100
8	1 presentation	Narrated PowerPoint 2 – Child Development Theories	20
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.