

PSYC 215


ORIGINATOR'S SECTION:		
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015	
2. Current Course abbreviation and Number: PSYC 215		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:			Course abbreviation and Number:		
3. Title: Psychosocial Influences on Child Development			Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Child, Family, Community		
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>			Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Child, Family, Community		
5. Number of Units:			Number of Units:		
6. Catalog Description: 			Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>		
7. Mode of Instruction* <i>(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)</i>					
Type of Instruction		Number of Credit Units	Instructional Mode (Course Classification Number)		
Lecture			Lecture		
Activity			Activity		
Lab			Lab		
8. Grading Method:*			Grading Method:*		
<input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i>			<input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i>		
<input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i>			<input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i>		
<input type="checkbox"/> Credit/No Credit Only (C)			<input type="checkbox"/> Credit/No Credit Only (C)		
<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		
9. If the NP or CP grading system was selected, please explain the need for this grade option.					
10. Course Requires Consent for Enrollment?			Course Requires Consent for Enrollment?		
<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean			<input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean		
<input type="checkbox"/> Program/Department/Director/Chair			<input type="checkbox"/> Program/Department/Director/Chair		

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: X Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? X Yes No
 If yes, please specify:

Child and Adolescent Development (CHAD)

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. X Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

CHAD
 Discipline

Sha B. Marshall
 Signature

2-10-15
 Date

X Support _____ Oppose

Discipline

Signature

Date

Support _____ Oppose

18. Reason(s) for changing this course:

The State of California is urging all Community Colleges and Universities to use the same title for this course; therefore, we are changing the title to that suggested by the State.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Maureen Fitzpatrick
 1. Originator (Please Print) _____ Date _____
MW Peltre *4/23/15*
 2. Program Director/Chair _____ Date _____
Catherine Cucenille *4/22/15*
 3. College Curriculum Committee _____ Date _____
No *4/22/15*
 4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____

Psyc 215: Psychosocial Influences on Child Development



Name to be changed to → CHILD, FAMILY, COMMUNITY

Instructor:
Email:
Office Hours:

Catalog Description

Study of child and adolescent development within the psychosocial worlds of family, school, and community. Bidirectional effects and interactions among these influences will be explored. Age, gender, diverse abilities, ethnicity, socioeconomic, and public factors that affect development of values, attitudes, morals, and behavior of children and youth will be considered within an ecological framework. *This course fulfills the lower-division General Education requirement in Area D.*

Psychology Student Learning Outcomes (PSLO)

Each course is associated with one or more Student Learning Outcomes. In this course, the Program Student Learning Outcomes that are relevant are:

- PSLO2: Describe (as a way of understanding) the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.
- PSLO 3: Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomenon.
- PSLO 5: Thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topics

Social Science General Education Learning Outcomes (GELO)

In this course, the GELOs that are relevant are:

- GELO1: Students will describe and critically apply social science theories and methods to problems.
- GELO 2: Students will analyze the impact of race, class, gender, and cultural context on individuals and/or local and global societies.
- GELO 3: Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments
- GELO4: Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.

Welcome to ~~Psychosocial Influences on Child Development~~ Child, Family, Community! In this class you will:

- Define socialization and describe its aims, agents, and outcomes
- Define ecology and discuss how it relates to socialization
- List the socializing agents and describe how they each employ different socialization techniques
- Define microsystem, mesosystem, exosystem, macrosystem, and chronosystem and state how they are interrelated
- Describe a serious consequence of societal change (social toxicity) and how micro-, meso-, exo-, and macrosystems can be utilized to combat this consequence

- List and describe the functions of the family
- Explain the effects of transitions in family ties on children (e.g., divorce, remarriage)
- Describe parenting styles and their effect on child development
- List and define types of child maltreatment, explain the causes and consequences
- Define and discuss quality child care
- Explain the socialization effects of various childcare ideologies
- Explain the significance of teachers' expectations and their responses to gender, ethnic diversity, and to children with disabilities
- Discuss the importance of family involvement in the academic process and how schools can encourage family involvement
- Define a peer group and discuss its significance as a socializing agent
- Describe the stages and functions of play
- Discuss acceptance, neglect, and rejection by the peer group
- Explain and illustrate the main emphasis of American mass media in terms of the impact on children
- Discuss the impact of various media (e.g., TV, music, computers)
- List and explain the functions of a community
- Define advocacy and explain several advocacy strategies
- Describe and explain values, attitudes, motives, and self-esteem in the development of children and adolescents
- Discuss theories that explain the causes of antisocial behavior
- Discuss theories explaining the development of prosocial behavior
- Discuss theories explaining gender-role socialization
- Describe the influences on moral development

Student Responsibilities

Textbook

Berns, R. M. (2013). *Child, family, school, community: Socialization and support (9th ed.)*. Belmont, CA: Thompson/Wadsworth.

Assignments

Several written assignments will be completed outside class. In addition, a poster presentation will be given to the class based on the information collected for these written assignments. You will select one of the three assignments for the poster presentation. *All papers are to be typed and well written, using college-level English, spelling, and organization.* Detailed information about these assignments and how to select, prepare and deliver the presentation will be provided through Cougar Courses. The written assignments are briefly described below.

- **Researching a community agency:** Each student will select and research a local community agency that serves children or families. A 'Community Agency' sign-up sheet will be available in class—two people cannot go to the same agency (20 points or 10% of final grade; includes the written assignment and the presentation).
- **Interviewing a parent:** Each student is to make arrangements to interview either his or her own parent or someone who is a parent of a child 5 years of age or older. (20 points or 10% of final grade; includes the written assignment and the presentation).
- **Evaluating children's TV programs:** Each student is to watch two 30-minute TV programs that are aimed at children/adolescents and record and evaluate the program and advertising content (10 points for each of the two programs for a total of 20 points or 10% of your final grade; includes the written assignment and the presentation).
- **Writing opinion and reflection papers:** Throughout the semester I will hand out copies of newspaper or magazine articles and video links that deal with issues (particularly controversial issues) regarding children and institutions that socialize them. Over the course of the semester, four opinion/reflection papers will be written, chosen from the selection that are handed out (5 points for each of the four articles, for a total of 20 points or 10% of the final grade).

Quizzes and final exam

Quizzes will be given throughout the semester. Seven 10-point quizzes will be given and the lowest grade will be dropped for a total of 60 points (30% of final grade). A mandatory, cumulative final exam (50 points) will be given (25% of final grade). The quizzes and exam may include multiple-choice, matching, and short-answer questions.

Class participation

Attendance in class is *expected*. Material on the quizzes and exam will come from the textbook, lectures, demonstrations, videos, and handouts. Discussion and questions are *encouraged* during class. Discussions during lectures are important aspects of the learning process. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points (10 points or 5% of final grade).

Summary of Grading

Practice • Participation 10 points • Opinion and Reflection Papers 20 point	30 points (15%)	Grading will be based on a straight 200-point distribution (not curved) as outlined below. Rounding of decimal points will not be used. Minuses and pluses will be used. Grading: A range = 90-100% B range = 80-89% C range = 70-79% D = 65-69% F = < 65%
Assessment • Quizzes 7 x 10 points = 60 points o Lowest quiz score dropped • Final exam 50 points	110 points (55%)	
Application • Parent Interview 20 points • Children's TV Report 20 points • Agency Report 20 points	60 points (30%)	
Total:	200 points (100%)	

IMPORTANT NOTE: Make-up exams and late papers will only be considered in EXTRAORDINARY CIRCUMSTANCES, and ONLY with my permission PRIOR TO the scheduled exam or due date. No makeup opportunities will be possible for students who do not make arrangements with me beforehand.

Student services:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Should you have any questions about services provided through Disabled Student Services, please call 750-4905 or go to http://www.csusm.edu/dss/handbooks/student_book.html

Academic Honesty

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work, including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. See http://www.csusm.edu/policies/active/documents/academic_honesty.html for the complete CSUSM statement concerning academic dishonesty.

Tentative Course Outline

		With the exception of Chapter one, all assigned reading should be completed BEFORE the lecture.	Assignments due at beginning of class / Quiz due date
Wk1-	01/20	Ch1: The Ecology of the Child	
Wk2-	01/27	Ch2: Ecology of Socialization	Quiz 1 (Ch1)
Wk3-	02/03	Ch3: Ecology of the Family	Quiz 2 (Ch2)
Wk4-	02/10	Ch4 Part 1: (pp. 113-134) Ecology of Parenting	
Wk5-	02/17	Ch4 Part 2: (pp. 135-150) Ecology of Parenting	
Wk6-	02/24	Ch5: Ecology of Child Care	Quiz 3 (Chs 3 & 4)
Wk7-	03/03	Ch6: Ecology of the School	Parent interview report due 3/03
Wk8-	03/10	Ch7: Ecology of Teaching	
Wk9-	03/17	Ch8 Part 1: (pp. 247-273) Ecology of the Peer Group	Quiz 4 (Chs 5-7)
Wk10-	03/24	Ch8 Part 2: (pp. 273-287) Ecology of the Peer Group	

March 30 – April 4 (Mon-Sat)

Spring break

Wk11-	04/07	Ch9: Ecology of Mass Media	Quiz 5 (Ch8)
Wk12-	04/14	Ch10: Ecology of the Community	Quiz 6 (Ch9) TV report due 4/16
Wk13-	04/21	Ch11: Affective/Cognitive Outcomes	Quiz 7 (Ch10) Community agency report due 4/23
Wk14-	04/28	Ch12: Social/Behavioral Outcomes	
Wk15-	05/05	Review: Psychosocial Influences Revisited	Poster presentation due on 5/05
Wk16-	May 14	Final exam, Thursday, 7:00 – 9:00am	Final Exam