

**LaGuardia Community College**  
City University of New York  
Social Science Department  
**Learning and Education: SSY 105 1955**

COURSE INFORMATION		PROFESSOR INFORMATION	
Semester:	Spring 2012	Professor:	Dr. Lara Beaty
Class time:	10:30-2:00	Office:	C-459C
Classroom:	C-444	Telephone:	x5796
Office hours:	Mondays: 10:00-11:30 am Wednesdays: 4:30-5:00 pm Thursdays: 10:00-11:30 am	e-mail:	LBEATY@lagcc.cuny.edu
		Webpage:	<a href="http://lbeaty.freeshell.org">http://lbeaty.freeshell.org</a>

**Required Text Book:** Crain, W. (2011). *Theories of development: Concepts and applications* (Sixth Edition). Upper Saddle River, NJ: Pearson.

The book is available for purchase in the bookstore. There is also a new website to allow students to buy and sell used textbooks at <http://www.flierguy.com>. It is important to get the “Modular” version to know what to read for class.

*Additional required and recommended resources will be available on Blackboard.*

**Recommended text book:**

Bukatko, D., & Daehler, M. W. (2004). *Child development: A thematic approach* (Fifth Edition). Boston: Houghton Mifflin Company. OR OTHER CHILD DEVELOPMENT TEXTBOOK AS A REFERENCE BOOK. This book is on reserve in the library.

**Course Description**

This course examines learning principles in development from birth through adolescence, and explores how children's growth and development impact learning. Students will examine how cognitive, emotional, and social learning processes underlie education. The role of culture, family, race, class and environment will serve as the framework for understanding the nature of intelligence and its implications for how children learn in school. This is a writing intensive course.

**Course Objectives**

- ◆ To develop critical thinking about children's learning and development
- ◆ To explore different theoretical perspectives about learning and development
- ◆ To analyze psychological research and its meanings
- ◆ To become aware of and develop personal theories about children's learning and development

**All students are expected to:**

- ◆ Complete all the reading during the week in which it is discussed. The purpose of class is NOT to repeat what was in the book but to draw connections and explore issues in more depth. Not reading severely limits a student's ability to participate in class.
- ◆ PARTICIPATE in class activities.
- ◆ TAKE NOTES during discussions as well as during lectures. Notes will be collected at the conclusion of the course for extra credit.
- ◆ RESPECT ALL members of the class at all times.
- ◆ Behave appropriately at all times in the classroom.
- ◆ Turn off or silence cell phones. A cell phone ringing during an exam will result in five points deducted from the exam grade, and phones cannot be used for any purpose during an exam.
- ◆ **Spend an average of 3 hours work for every hour spent in class.** This can be distributed

throughout the week, but if you really don't have three hours per class available, it is extremely hard to master course material.

- ◆ **Use Blackboard.** All students must have a working blackboard account with an email account associated with it that you use. Personnel in computer labs and the course instructor are available for assistance. Use of Blackboard is necessary to access supplementary readings, participate in Discussion Board, receive announcements, and submit papers.

### Course Guidelines:

- ◆ Late assignments will NOT be accepted unless arrangements are made with the professor prior to the due date.
- ◆ Students are encouraged to review grades on Blackboard and bring concerns to the instructor.
- ◆ Departures from the classroom must be kept to a minimum because they can distract other students, but students should leave quietly when necessary.
- ◆ Powerpoint presentations will be posted on Blackboard. When possible, they will be posted before class. Note, that if you intend to print them, some small formatting adjustments will make them more readable (and use less ink) because they are designed for presentations rather than printing.
- ◆ Use of office hours is encouraged to address any course-related concerns or to seek advisement.
- ◆ Late students should sign the attendance sheet left for late students.

## ASSIGNMENTS AND GRADES

### Course Requirements and Grading Policy

All assignments are required unless students discuss modifications with the professor. Failure to complete assignments results in zeros, which severely impact course averages. Assignments will affect your overall grade as indicated below. This table can be used to calculate your grade.

Critical Thinking Paper	25%	_____ x .25 =	_____
Group Research Presentation	10%	_____ x .10 =	_____
Group Final Presentation	15%	_____ x .15 =	_____
Research Paper	30%	_____ x .30 =	_____
Discussion Board & Low-Stakes Writing	20%	_____ x .20 =	_____
<b>Total =</b>			_____

Grades will be posted on Blackboard.

**Grade Guidelines:**

All assignments will be graded by percent credit earned. The following table indicates how grades are assigned:

<b>A- = 90.0 to 92.5</b>	<b>A = 93.0 to 100</b>	
<b>B- = 80.0 to 82.5</b>	<b>B = 83.0 to 96.5</b>	<b>B+ = 87.0 to 89.5</b>
<b>C- = 70.0 to 72.5</b>	<b>C = 73.0 to 76.5</b>	<b>C+ = 77.0 to 79.5</b>
<b>D- = 60.0 to 62.5</b>	<b>B = 63.0 to 66.5</b>	<b>B+ = 67.0 to 69.5</b>
<b>F = Below 59.5</b>		

**Critical Thinking Paper**

Students will have a choice of several debates from within psychology to write about. Theory and research on both sides must be presented. Discussion Board will be used to guide students in appropriate material. The paper may be rewritten within two weeks of its return to improve the grade. This will be submitted via Blackboard's SafeAssign, where additional information will be available.

**Group Research Presentation and Final Presentation**

Students will be assigned to groups in the first week of class to work on two projects. The first is a simple presentation of a research study, and the second presentation will be more creative, using original data and information from class readings to explore a topic of choice. It may be presented as a video, PowerPoint presentation, or using other media.

**Research Paper**

A final research paper will be due at the end of the semester, but it includes three stages to be completed earlier in the semester. The first stage is a reflection about your experience in school. The second will compare your group members' experiences. The third stage will be a comparison of a document from the LaGuardia and Wagner Archives to your own experiences of school. The final paper will answer the question, "How is knowledge of psychology helpful for teachers?" Each of these will be submitted via Blackboard's SafeAssign, where additional information will be available.

**Discussion Board & Low-Stakes Writing**

The Discussion Board on Blackboard will provide forums that students are expected to participate in bi-weekly. Questions will be posted and students will be expected to answer the questions and respond to classmates' answers. Each forum will be graded and the average grade will be used in the determination of final grades. Other "low-stakes" writing assignments will be assigned in class from time to time. The grade on these assignments will not have a great impact on your final grade; doing the assignments is more important than the grade because they are intended to help you master that material. Improvement across the semester will be taken into account.

**Extra Credit**

Opportunities will appear throughout the semester to earn extra credit, which can be applied to a particular assignment or to the final grade as agreed upon with the professor. Attending and writing a short reflection about Psychology Club events is one option. For details, contact the professor.

## **COLLEGE POLICIES AND INFORMATION**

### **Incomplete Grades**

Please note that incomplete grades are only possible when students meet with the professor and they agree that—due to a specific situation—more time is needed to meet course requirements. Incomplete grades are only permissible where students are already passing the course, have legitimate reasons for not completing all the work of the class, have furnished appropriate documentation, and have agreed to a deadline by which all unfinished work must be completed. Failure to submit all assigned course work or to appear for a final exam are NOT legitimate reasons for granting an incomplete grade.

### **Attendance**

The College's attendance policy reads as follows: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours [5.4 hours in a 3-credit course]. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (2005-06 catalog, p. 114). Keep in mind that students are held responsible for material discussed in class that is not in the reading, thus regular attendance is essential. Attendance will not have a direct impact on grades, but poor attendance prevents participation. Frequent tardiness or early departures similarly reduces participation and can interfere with fellow students' learning. It is recommended that if students miss more than 3 classes, they should speak with the professor and that if students miss more than 7 classes, they should consider withdrawing from the course.

### **Academic Integrity**

Please refer to the College Catalog (pg. 114).

Cheating and Plagiarism: This class will be conducted in compliance with LaGuardia Community College's academic integrity policy. All cases of cheating or plagiarism will be penalized by a failure on the examination or paper at a minimum and may result in failure in the course. All violations will be reported to the College. Please refer to the handout on APA formatting for additional information about plagiarism.

### **Student Support Information:**

Center for Student Success (Rm. C-249)

(718) 482-5245, [css@lagcc.cuny.edu](mailto:css@lagcc.cuny.edu)

The Student Information Call Center: Welcome Center, M-Building Lobby

(718) 482-5935, e-mail: [callcenter@lagcc.cuny.edu](mailto:callcenter@lagcc.cuny.edu)

Library Media Resources Center (Rm. E-101)

(718) 482-5426, Website: <http://www.lagcc.cuny.edu/library/>

Writing Center (Rm. B-200)

Website: <http://www.lagcc.cuny.edu/english/writingcenter/>

Counseling Department, Division of Academic Affairs (B-100)

(718) 482-5250, Website: <http://www.lagcc.cuny.edu/counseling/services.htm>

Office for Students with Disabilities (M102)

(718) 482-5279, [osd@lagcc.cuny.edu](mailto:osd@lagcc.cuny.edu)

Women's Center

(718) 482-5102

Early Childhood Learning Center (MB09)

(718) 482-5295

**Tentative Schedule**

All changes to the schedule will be indicated on the course schedule on Blackboard.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Other</b>
3/2	Introduction		
3/9	Research	Hunt: 1-8 Miller: 1-22 Crain: Ch. 1	Stage 1
<b>Unit 1: Biological Development</b>			
3/16	The Brain, Genes & Gesell	Smilkstein2001.pdf Crain: Ch. 2 Hock: Rozenzweig.pdf, Zajonc&Markus.pdf, & Bouchard.pdf GeneticDiseases Recommended: Miller: 248-256	Group 1, 2, & 3 research presentation
3/23	Sensation & Perception	Hock: Gibson&walk.pdf & Turnbull.pdf Miller: 339-365 & 432-436	Group 4 & 5 research presentation
<b>Unit 2: Learning and Cognition</b>			
3/30	Learning & Behaviorism	Crain: Ch. 8	Stage 2
<i>Spring Break 4/6 - 4/15</i>			
4/20	Cognitive Revolution	Miller: 213-248 & 259-276 bjork&bjork.pdf	
4/27	Intelligence	Hunt: 224-241 Miller: 256-259 gardner.pdf & sternberg.pdf	
<b>Unit 3: Cognitive Development</b>			
5/4	Werner & Piaget	Crain: Ch. 5-6 Piaget: 333-336	Critical Thinking Paper
5/11	CHAT	Crain: Ch. 10 rogoff.pdf	
5/18	Language Development	Siegler.pdf Crain: Ch. 17 Geeintro.pdf	Stage 3
<b>Unit 4: Socio-Emotional Development</b>			
5/25	School, Race, Ethnicity, & Class	Selections from Archives.pdf Tough.pdf & Bracey.pdf Hock: Rosenthal&Jacobson.pdf	
6/1	Temperament & Personality	Hock: Triandis.pdf Short (video) at <a href="http://www.temperament.com/home_video.html">http://www.temperament.com/home_video.html</a> Crain: Ch. 11 & 12	<i>Rough Draft</i>
6/8	Attachment & Parenting	Crain: Ch. 3 & 9 <a href="http://www.athealth.com/Practitioner/ceduc/parentingstyles.html">http://www.athealth.com/Practitioner/ceduc/parentingstyles.html</a> Morgan: 1-16; 55-75; 118-120	Final Group Presentation
6/11		No Class Meeting	<i>Research Paper</i>