

Course Descriptions and Syllabus of Seminar of Child Development of 2019 Fall Semester

Instructor : Dr. Wen-Ling Chen

Classroom : N201

Time : Monday 13:20~16:10

Instructor's Office : N803

Office hour: Mon.10:20~11:10

Tues. 14:20~16:10

Tel. : 5715131#73226

■ Course Descriptions

This course provides a revisit of child development theories, issues, and trends. Will discuss the direct application of this information in early childhood. Content includes an in-depth study of the inter-relatedness of physical, cognitive, social and emotional aspects and context of development.

■ Textbook

Shaffer, D. R. & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence (9th ed.)*. Publisher: Cengage Learning. ISBN-10: 9781111834524; ISBN-13: 978-1111834524

■ Reference Books

Berk, L. E. (2012). *Child Development (9th ed.)*. Publisher: Pearson. ISBN-10: 9332585202; ISBN-13: 978-9332585201

Damon, W. & Lerner, R. M. (Eds.). (2006). *Handbook of Child Psychology: Theoretical Models of Human Development (6th ed.)*. (Vol. 1). Publisher: Wiley. ISBN-10: 0471272884; ISBN-13: 978-0471272885

Damon, W., Lerner, R. M., Kuhn, D., & Siegler, R. S. (Eds.). (2006). *Handbook of Child Psychology: Cognition, Perception, and Language (6th ed.)*. (Vol. 2). Publisher: Wiley. ISBN-10: 9780471272892; ISBN-13: 978-0471272892

Damon, W., Lerner, R. M., & Eisenberg, N. (Eds.). (2006). *Handbook of Child Psychology: Handbook of Child Psychology: Social, Emotional, and Personality Development (6th ed.)*. (Vol. 3). Publisher: Wiley. ISBN-10: 0471272906; ISBN-13: 978-0471272908

Damon, W., Lerner, R. M., Renninger, K. A., & Sigel, I. E. (Eds.). (2006). *Handbook of Child Psychology: Child Psychology in Practice (6th ed.)*. (Vol. 4). Publisher: Wiley. ISBN-10: 0471272914; ISBN-13: 978-0471272915

■ Teaching Methods

1. Lecturing : Making brief introductions to the issues of child development.
2. Discussions : Leading students to make thorough discussions on child development journal articles.
3. Mini Study Instruction : Supervising students to conduct mini study design in small groups.

■ Course Schedule

Week	Date	Content/Topic	Remark
1	2018/09/9 (一)	Introduction to Developmental Psychology and Research Strategies	
2	2018/09/16 (一)	Hereditary Influences on Development	
3	2018/09/23	Prenatal Development and Birth	

Week	Date	Content/Topic	Remark
	(-)		
4	2018/10/30 (-)	Infancy	■ Journal Article Report 1
5	2018/10/07 (-)	Physical Development: The Brain, Body, Motor, and Skills	■ Journal Article Report 2 ■ Individual Term Paper Consultation: Research Topic Selection
6	2018/10/14 (-)	Cognitive Development: Piaget's Theory and Vygotsky's Sociocultural Viewpoint	■ Journal Article Report 3 ■ Individual Term Paper Consultation: Research Topic Selection
7	2018/10/21 (-)	Cognitive Development: Information-Processing Perspective	■ Journal Article Report 4 ■ Individual Term Paper Consultation: literature Review
8	2018/10/28 (-)	Intelligence: Measuring Mental Performance	■ Journal Article Report 5 ■ Individual Term Paper Consultation: Research Method
9	2018/11/04 (-)	Development of Language and Communication Skills	■ Journal Article Report 6 ■ Individual Term Paper Consultation : Research Method
10	2018/11/11 (-)	Mid-term Examination	■ Journal Article Report 7 ■ Individual Term Paper Consultation: Data Analysis
11	2018/11/18 (-)	Emotional Development, Temperament. And Attachment	■ Journal Article Report 8 ■ Individual Term Paper Consultation: Data Analysis
12	2018/11/25 (-)	Development of the Self-Concept	■ Journal Article Report 9 ■ Individual Term Paper Oral Report 1~3
13	2018/12/02 (-)	Sex Differences and Gender-Role Development	■ Journal Article Report 10 ■ Individual Term Paper Oral Report 4~6
14	2018/12/09 (-)	Aggression, Altruism, and Moral Development	■ Journal Article Report 11 ■ Individual Term Paper Oral Report 7~9
15	2018/12/16 (-)	The Context of Development I: The Family	■ Journal Article Report 12 ■ Individual Term Paper Oral Report 10~12
16	2018/12/23 (-)	The Context of Development	■ Individual Term Paper Oral Report 13~16
17	2019/12/30 (-)	Individual Term Paper Oral Report	■ Individual Term Paper Oral Report 17~
18	2019/01/06 (-)	Final Examination	

■ Grading & Assessments

Items	Percentage
1. Journal Article Report: Students may make the oral presentation in a group of two. Each presented article has to be a research article published in the last five years and the content of the journal article has to go by the topic planned	15%

Items	Percentage
<p>each week accordingly. In addition to the presentation of the content of the selected research article, presenters need to make at least 4 comments on the article presented. The presentation needs to be done within 40 minutes. Presentation needs to be in English unless presenters have personal special reasons. Anyone who needs to use Chinese for presentation has to inform instructor in advance.</p>	
<p>2. Individual Term Paper: Students are required to compose a 15~20 pages research paper on child development issues in Chinese or English. In addition to paper, a 10~15 minutes oral report in power point in class is required. Oral report needs to be in English unless the presenter has personal special reasons. Anyone who needs to use Chinese for oral report has to inform instructor in advance.</p>	<p>Oral Report 10%</p>
	<p>Paper 20%</p>
<p>3. Reflection of Journal Article Report presentations of 6 by peers in Chinese or English: 5~6 pages</p>	<p>10%</p>
<p>4. Midterm Examination in English version</p>	<p>15%</p>
<p>5. Final Examination in English version</p>	<p>15%</p>
<p>6. Participation</p> <ul style="list-style-type: none"> a. Full attendance b. Active engagement in learning activity c. Constructive feedback to the presentation of journal article each week in class 	<p>Full attendance 6%</p> <p>Engagement 3%</p> <p>Constructive feedback 6%</p>