*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 7
I believe this course could be taken with one other course within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 7
Compared to other courses, the reading is average. This course relies heavily on other learning activities in addition to reading of the textbook. Outlines of videos/DVDs are provided. Research reading is part of the presentation assignment. Outside reading is required: one book report.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 8
This course contains 8 lesson modules online, power points are provided for every book chapter. In addition, this course requires the student to view video/DVDs and outlines are provided for note taking.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 7
This course contains five online multiple choice exams. These questions are taken from publishers course Test Bank.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 8
This course contains five online “Graded – Discussion Boards”. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 4
This course contains two written papers. One is a book report. A detailed protocol is provided. The second assignment is a presentation which involves research and thought. A detailed grading protocol is provided and student is asked to prepare 6-8 power points to go with their written presentation.

Additional comments:

This is a very well-organized course. Students often comment of how they knew exactly what was required of them – especially in the area of course requirements and assignments.

The student will feel very connected to their fellow classmates as there is a healthy portion of interaction and encouragement among the class and the professor.

Regardless of the spiritual caliber of the student – a believer in Jesus Christ or a ‘seeker’ – the student will be able to do well in the course academically and participate in every exercise without distinction. *Students are encouraged to study and think about spiritual formation in children as it relates to cognitive and other domains of development.*

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**Liberty University Distance Learning Program**

**COURSE CHART**

**PSYC 221**

*Note: All content is based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.*


<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Papalia, et al, chapters 1 &amp; 2 DVD/VHS lessons 1 &amp; 2 Chapter outlines &amp; notes</td>
<td>DG Forum 1 Exam 1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Chapter Title</td>
<td>Assignments</td>
<td>DG</td>
<td>Notes</td>
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<td>-------</td>
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<tr>
<td>2</td>
<td>Papalia, et al, chapters 3 &amp; 4 DVD/VHS lessons 3 &amp; 4 Chapter outlines &amp; notes</td>
<td>DG Forum 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Papalia, et al, chapter 5 DVD/VHS lesson 5 Chapter outline &amp; notes</td>
<td>Exam 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Papalia, et al, chapter 8 DVD/VHS lesson 8 Chapter outline &amp; notes</td>
<td>Exam 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Papalia, et al, chapters 9 &amp; 10 DVD/VHS lessons 9 &amp; 10 Chapter outlines &amp; notes</td>
<td>DG Forum 4</td>
<td>5</td>
<td></td>
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<tr>
<td>7</td>
<td>Papalia, et al, chapter 11 DVD/VHS lesson 11 Chapter outline &amp; notes</td>
<td>Presentation DG Forum 5 Exam 4</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Papalia, et al, chapters 12–14 DVD/VHS lessons 12–14 Chapter outlines &amp; notes</td>
<td>Exam 5</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

DG = Discussion Group

**COURSE SYLLABUS**

**COLLEGE OF ARTS AND SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**

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PSYC 221  
PSYCHOLOGY OF CHILDHOOD

**COURSE DESCRIPTION**
A study of child growth and development from birth to puberty. Examination of the basic theories, principles, and practices of childhood training and education.

RATIONALE

Psychology of Childhood will enable you to be better prepared to understand and minister to children’s cognitive, physical, emotional and moral needs as parents, teachers, church, and community leaders.

I. PREREQUISITES

PSYC 101 or PSYC 210

II. REQUIRED RESOURCE PURCHASES


Liberty University. *Psychology of Childhood* (DVD or VHS set), Lynchburg, Virginia: Transamerica Duplicators, Inc. (No ISBN. Available only from MBS Direct.)

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with Internet access (broadband recommended)

B. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)

C. TV and VCR or DVD player
IV. **Measurable Learning Outcomes**

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

A. Apply foundation of the course to further study or to your personal life, goals, and vocation. (PLO3)

B. Comprehend concepts of the various theories and theorists of child development. (PLO1)

C. Demonstrate computer literacy skills, including the ability to use word processing in APA format and conduct Internet/electronic searches. (PLO5)

D. Demonstrate knowledge of the history of childhood with its concerns and issues. (PLO1)

E. Demonstrate skills in critical thinking about major theories, themes, and issues facing children. (PLO3)

F. Display insight into the many external factors that may influence the course of a child’s development. (PLO1)

G. Identify, research, and evaluate the major issues facing children in their development. (PLO5)

H. Integrate Christian principles throughout the curriculum.

I. Know the various stages of physical, intellectual, emotional, and moral development in children. (PLO2)

V. **Course Requirements and Assignments**

A. Textbook readings, DVD or VHS video lessons, and lecture notes

B. Discussion Group Forums (5)

   Each student will be required to post five threads in the Discussion Group area: three threads to discuss topics assigned by the professor with the entire class, and two threads containing either the student’s Book Report or Presentation (see below). Additionally, each student will interact with his or her classmates by posting replies to their topical, Book Report, or Presentation threads.

C. Book Report

   Each student will write a five-page book report in APA format on a book that deals with either the development of children or issues facing children and will submit the report by posting it in his or her Group Discussion Board to be discussed by the group. Novels and autobiographical books are not permitted. Further details concerning the report, including grading requirements, will be found inside Blackboard. The report is due in Week 4.
D. Presentation

Each student will develop a presentation in APA writing format with Microsoft PowerPoint and will submit the report by posting it in his or her Group Discussion Board to be discussed by the group. Further details concerning the presentation, including grading requirements, will be found inside Blackboard. The presentation is due in Week 7.

E. Exams (5)

Tests will be multiple-choice and closed-book, save for Exam 5 which is open-book. Students will be responsible for reading and studying their textbooks in preparation, as not everything on the exams can be covered or discussed in class time.

VI. Course Grading and Policies

A. Weight

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Group Forums (5 at 5% each)</td>
<td>25%</td>
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<tr>
<td>Book Report</td>
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<tr>
<td>Presentation</td>
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</tr>
<tr>
<td>Exam 1 (Chapters 1–2)</td>
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<tr>
<td>Exam 2 (Chapters 3–5)</td>
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<tr>
<td>Exam 3 (Chapters 6–8)</td>
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<td>Exam 4 (Chapters 9–11)</td>
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</tr>
<tr>
<td>Exam 5 (Chapters 12–14)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Scale

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>B</td>
<td>80–89</td>
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<td>D</td>
<td>60–69</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
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</tbody>
</table>

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.