

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: PSYC 215		Course Title: Psychosocial Influences on Child Development	
Number of Units: 3 _____			
College or Program: Psychology X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: Fall <input type="checkbox"/> X Spring <input type="checkbox"/> Summer Year: 2015	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Maureen Fitzpatrick		Email: mjfitzpa@csusm.edu	Submission Date: 03/10/2014

1. Course 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES

 03/10/14
 Course Proposer Date
 3/10/14
 Department Chair date
Please note that the department will be required to report assessment data to the GEC annually.  Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted	<input type="checkbox"/>	<input type="checkbox"/>
Date			Discipline Chair		
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
Chair			Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Maureen Fitzpatrick Phone: x8016 Email: mjfitzpa@csusm.edu

From: Miriam Schustack
Sent: Tuesday, March 18, 2014 9:45 PM
To: Marshall Whittlesey
Subject: FW: PSYC forms for GE recertification
Attachments: GE recert D form PSYC 215.pdf; GE recert D form PSYC 110.pdf; GE recert D form PSYC 210 D D7.pdf; GE recert D form PSYC100.pdf

Dear GEC:

Attached are forms for GE recertification for PSYC UEDGE course. As shown in the message below, we have obtained library faculty approval for these courses.

PSYC 100
PSYC 110
PSYC 210
PSYC 215

There is one additional PSYC course, PSYC 104, on which we are still working to meet the LDGE certification requirements. As soon as that form and syllabus has been revised and has gotten Library approval, we will submit it to GEC.

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Miriam W. Schustack, Ph.D.  
Professor of Psychology and  
Chair, Department of Psychology  
California State University San Marcos San Marcos, CA 92096  
Voice: 760 750-4095  
FAX: 760 750-3418

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**From:** Yvonne Meulemans  
**Sent:** Tuesday, March 18, 2014 12:47 PM  
**To:** Miriam Schustack  
**Subject:** Re: PSYC forms for GE recertification

Hi Miriam:

Thank you for providing the recert forms for my review. I am also a member of GEC this year, so I was able to also look at the accompanying syllabi. Please consider this email the signature in support from Library Faculty for: PSYC 100, PSYC 110, PSYC 210, PSYC 215.

For PSYC 104, it looks like this is a course that is offered as an Area E course. I see on Part A of the form that reflection papers are used as the assignments to assess information literacy. There is also mention, in Part D, about a library representative presenting in the class. Also, the last two rows under Part D are blank. Could you provide additional information about these how these outcomes/goals of the course are fulfilled? The outcomes in Part A, B, and D that refer to finding/searching/using information in an academic/scholarly community are the primary ways that the information literacy component of Area E courses are provided.

Thanks,  
Yvonne

Yvonne Nalani Meulemans

Information Literacy Program Coordinator  
California State University at San Marcos  
Kellogg Library 3422/760-750-4375

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**From:** Miriam Schustack <[mschusta@csusm.edu](mailto:mschusta@csusm.edu)>  
**Date:** Monday, March 17, 2014 at 4:27 PM  
**To:** Yvonne Meulemans <[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu)>  
**Subject:** PSYC forms for GE recertification

Attached are forms for GE recertification for PSYC UEDGE course. These require library faculty approval before we can submit to the GEC.

PSYC 100  
PSYC 104  
PSYC 110  
PSYC 210  
PSYC 215

Let us know if there are any questions. (I didn't have a scan of the version signed by the course proposer for PSYC 104, but it was prepared by Spencer McWilliams.)

--Miriam

~~~~~  
Miriam W. Schustack, Ph.D.
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Chair, Department of Psychology
California State University San Marcos
San Marcos, CA 92096
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Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Students will read and critically evaluate issues in psychosocial development (e.g., school cheating, spanking) and write opinions, tying their thoughts to a theory.	Four opinion papers will be written during the semester. A rubric will be used to assess how well students complete this.
D.2 Students will analyze the impact of race, class, gender, and cultural context on individuals and/or local and global societies.	Much of the course content will address this SLO. Race, social, and gender influence child development. For example, the socioeconomic status of families, peers, and the neighborhood of schools affect development.	These SLOs will be embedded in quiz/exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will learn about the psychological, technological, and cultural developments and how they have shaped the development of children and adolescents	These SLOs will be embedded in quiz/exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Children grow in a world of psychosocial influences. Students will learn about the importance of an interdisciplinary approach to study such issues as school dropouts, aggression, teen pregnancy. These issues are related to economics, sociology, and other areas.	These SLOs will be embedded in quiz/exam questions—some brief essays and some multiple choice questions. Percent of students meeting the SLO will be determined.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	The opinion paper (4), the parent interview, and the evaluation of TV shows will all address writing.	These will be assessed through a grading rubric. Percent of students successfully meeting the rubric standards will be determined.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Opinion papers and evaluation of children's TV shows.	These will be assessed through a grading rubric. Percent of students successfully meeting the rubric standards will be determined.

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Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will do an information literacy assignment on a topic using various reference materials (e.g., <i>The Encyclopedia of Human Development</i> , <i>Society on Research in Child Development</i> website).	A grading rubric will be used to assess students' appropriate use and evaluation of the researched topic. Percent of students successfully completing the project will be determined.
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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures, genders, disabilities, etc.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Through examination of diverse cultures—both western and non-western, especially with regard to influences on morals, attitudes, and values</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Four opinion papers (1-2 pages each), parent interview (1-2 pages), evaluation of 2 children's TV shows (1-2 pages each)
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Through the use of a rubric. Percent of students successfully completing the project will be determined.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	As a lower-division course, we will focus on reference materials as opposed to scholarly articles (e.g., The Encyclopedia of Human Development) and respected websites (e.g., Society for Research in Child Development)
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will write opinion papers, evaluate TV shows aimed at children, and research community agencies that support the development of children and youth. In order to do this they will find, evaluate, analyze, and decide the appropriate information to share with the audience (e.g., poster on community agency, opinion papers on controversial topics).

PSYCHOSOCIAL INFLUENCES ON CHILD DEVELOPMENT
PSYCHOLOGY 215: XXX
CRN # XXXXX

Instructor: Maureen Fitzpatrick, Ph.D.
Office: SBSB 3238
Phone: 760-750-8016

Office hours: XXXXXXXX
E-mail: mjfitzpa@csusm.edu

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.

Requirements Fulfilled

This course fulfills the lower-division General Education requirement for Area D (Social Sciences).

Student Learning Outcomes

As a lower-division course in psychology and as a course that fulfills lower-division General Education requirements (D) this course has learning outcomes for the psychology program (PSLOs), learning outcomes for lower-division general education courses (GESLOs), as well as learning outcomes that are specific to this course on the psychosocial influences on children and adolescents (215SLOs). The overall objective of this course is for students to learn about how the family, school, and community affect the psychosocial development of children and adolescents.

Psychology Student Learning Outcomes:

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 sociocultural perspectives and ethical issues related to psychological topics

Lower-division General Education Student Learning Outcomes (Area D):

GESLO D1: Describe and critically apply social science theories and methods to problems.

GESLO D2: Analyze the impact of race, class, gender, and cultural context on individuals.

GESLO D3: Outline the contemporary and/or historical perspectives of major psychological and scientific developments.

Student Learning Outcomes Specific to PSYC 215:

215SLO 1: Identify and describe the various systems in Bronfenbrenner's bioecological systems theory and discuss the impact of each on psychosocial development (e.g., family, school, media, peers, community)

215SLO 2: Define developmental concepts (e.g., self-concept, self-esteem, self-regulation)

215SLO 3: Write a critical analysis of articles regarding psychosocial development (e.g., cheating in school, parental discipline techniques)

215SLO 4: Describe the role of contemporary issues (e.g., violence, poverty, divorce) and diversity (e.g., cultural, gender, racial/ethnic, socioeconomic) in explaining psychosocial development

215SLO 5: Report on community agencies that support the development of children and youth.

215SLO 6: Discuss the development of gender roles and the major theories related to their development

215SLO 7: Investigate three sources on a topic and communicate this information effectively in writing, citing in APA style.

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 to meet the all-university writing requirement. In addition, a poster presentation will be given to the class based on the information collected for the agency report. *All papers are to be typed and well written, using college-level English, spelling, and organization.* Detailed information about these assignments will be handed out; they are briefly described below.

Researching a community agency and reporting to the class: Each student will select and research a local community agency that serves children/adolescents or families and report the findings to the class in a poster presentation. A sign-up sheet will be available in class—two people cannot go to the same agency. The report will be given through a poster presentation, and a final report, including agency materials will be handed in at the time of the presentation (20 points or 10% of final grade).

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 (2-3 pages; 20 points or 10% of final grade).

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 (2-3 pages each; 10 points for each of the two programs for a total of 20 points or 10% of your final grade).

Writing opinion papers: Throughout the semester I will hand out copies of newspaper or magazine articles that deal with issues (particularly controversial issues) regarding children/adolescents and institutions that socialize them. Over the course of the semester, four opinion papers will be written, chosen from the five or six articles handed out (1-2 pages each; 5 points for each of the four articles—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 will include multiple-choice, matching, and short-answer questions. The final exam will also include essay 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. Records will be kept of both attendance and participation. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points (10 points or 5% of final grade).

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 make-up opportunities will be possible for students who do not make arrangements with me beforehand.

Student work

Any evidence of cheating (including, but not limited to, plagiarism) will result in a failing grade for that exam or paper and possibly a failing grade for the course. Be sure to familiarize yourself with the university's policies on academic honesty (e.g., plagiarism, cheating) that are fully explained in the *2012-2014 General Catalog* (pp. 92-93).

Students with disabilities

Students requiring reasonable accommodations because of a disability need to contact Disabled Student Services (DSS) in order to make the necessary arrangements. DSS is located in Craven Hall 4300 and can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Tentative Course Outline and Reading Assignments

→ *With the exception of Chapter one, all assigned reading should be completed BEFORE the lecture.*

		Reading Assignment Due:
Week One xxxxx	The Ecological Context of Childhood Welcome and course overview Ecology, change, and children	Chapter 1
Week Two xxxxx	Psychosocial Influences: An Overview Aims, agents, methods, and outcomes → Quiz 1 (covers week 1, Chapter 1)	Chapter 2
Week Three xxxxx	Ecology of the Family Family systems and transitions Macrosystem and chronosystem influences → Quiz 2 (covers week 2, Chapter 2)	Chapter 3
Week Four xxxxx	Ecology of Parenting—Part I Influences on parenting Historical views Effect of child characteristics	Chapter 4 (pp. 128-156)
Week Five xxxxx	Ecology of Parenting—Part II Parenting Styles Appropriate parenting practices Inappropriate parenting practices Child maltreatment	Chapter 4 (pp. 156-175)
Week Six xxxxx	Ecology of Child Care Quality child care Influences, correlates, and consequences Developmentally appropriate care giving → Quiz 3 (covers weeks 3-5, Chapters 3 & 4)	Chapter 5
Week Seven xxxxx	Ecology of the School School's function Influences on schools Linkages → Parent interview due 10/09 at the beginning of class	Chapter 6
Week Eight xxxxx	Ecology of Teaching Teacher's role Teacher characteristics and student learning Student-teacher interactions Developmentally appropriate learning and assessment	Chapter 7
Week Nine xxxxx	Ecology of the Peer Group—Part I Peers as socializing agents Developmental tasks Play and other activities → Quiz 4 (covers weeks 6-8, Chapters 5-7)	Chapter 8 (pp. 297-326)
Week Ten xxxxx	Ecology of the Peer Group—Part II Peer group interaction Group dynamics and hierarchies Bullies and victims	Chapter 8 (pp. 326-347)

Week Eleven xxxxx	Ecology of Mass Media Understanding mass media Influences on mass media Influences of different types of media Developmental issues related to media → Quiz 5 (covers weeks 9&10, Chapter 8)	Chapter 9
Week Twelve xxxxx	Ecology of the Community Structure and functions Influences Learning environment Support system Services for children and families Involvement and advocacy → Quiz 6 (covers week 11, Chapter 9)	Chapter 10
Week Thirteen xxxxx	Affective/Cognitive Outcomes Values and attitudes Motives and attributes Self-esteem → TV report due xxxx at beginning of class → Quiz 7 (covers week 12, Chapter 10)	Chapter 11
Week Fourteen xxxxx	Social/Behavioral Outcomes Self-regulation Morals Gender roles	Chapter 12
Week Fifteen xxxxx	Psychosocial Influences Revisited Wrap up and review → Community agency reports due (Posters)	Review
Week Sixteen xxxxx	Final Exam xxxxx pm → Bring Scantron #882-E	

Summary of Grading and Due Dates

Quizzes	60 points	XXXXXXXXXX
Parent Interview	20 points	XXXXXXXXXX
Children's TV Report	20 points	XXXXXXXXXX
Agency Report	20 points	XXXXXXXXXX
Opinion Papers	20 points	Throughout semester
Participation	10 points	XXXXXXXXXX
Final Exam	<u>50 points</u>	XXXXXXXXXX
	200 points	

GRADING:

A range = 90 – 100%	(180 – 200 points)
B range = 80 – 89%	(160 – 179 points)
C range = 70 – 79%	(140 – 159 points)
D range = 65 – 69%	(130 – 139 points)
F = < 65%	(< 130 points)

BREAKDOWN:

Attendance and Participation	=	5%
Quizzes and Exam	=	55%
Written Assignments/Reports	=	30%
Opinion Papers	=	<u>10%</u>
		100%