



Psychology Department

PSY 3008 Developmental Psychology – Birth Through Adolescence

4 units

Fall 2025

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Ashley Leung, Ph.D.
Meeting time and location:	MWF 1:30 – 2:35 pm; Evans Hall 114
Contact:	aleung@pointloma.edu
Office location and hours:	Culbertson Hall 206; MWF 10:30am-12pm <i>Or by appointment:</i> https://calendar.app.google/fLA6JPegTZZTxhGv9

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

A systematic study of the physical, cognitive, social, and emotional development of the individual from birth through adolescence.

Course Learning Outcomes

By the end of this course, you will:

- Be familiar with milestones from infancy through adolescence in the domains of physical, cognitive, and social-emotional development
- Be able to describe theories of development and the specific predictions each theory makes
- Think critically about developmental phenomena and data; understanding that development is impacted by culture, life experience, genetics, and combinations of the above
- Learn how to conduct naturalistic observations and connect behaviors you observe to theories learned in class

Required Text

Siegler, R. S., Saffran, J., Gershoff, E., Eisenberg, N., & DeLoache, J. S. (2024). How children develop (7th ed.). Worth Publishers.

We will be using the ebook version of this textbook, provided through Lomabooks. If you are not participating in the program, or cannot use an ebook due to a documented accommodation you have, please reach out to me to discuss.

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Assessment and Grading

Grades will be based on the following:

Daily reflection notebook: 5%
Canvas assignments: 5%
Written assignments: 10% each, 20% total
ECLC observation: 20%

- Notes: 2.5% each (5% total)
- Write-up: 10%
- Presentation: 5%

Quizzes: 10% each, 30% total
Final Exam: 20%

Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignments and Assessments At-A-Glance

Daily Reflection Notebook

At the end of each class, students will be asked to write a “Minute Paper” reflecting on what they learned that day. I ask that you thoughtfully consider what new / renewed information you gained, and how that knowledge might impact you now or in the future. These reflections are ungraded, but I will collect them as a form of attendance. Reflections count towards a small portion (5%) of your final grade.

Canvas Assignments

Between classes, you will complete activities / assignments on Canvas. These are generally created by the publisher and are meant to test your understanding of key concepts or provide additional information about material learned in class / in the textbook. For example, you might watch a video and answer multiple-choice questions. While graded, these assignments only account for a total of 5% of your final grade. My hope is that these serve as good knowledge checks and keep you accountable for completing the reading, but should not be a cause for anxiety or stress.

Written Assignments

You will submit two written assignments across the semester. These papers will assess your ability to think critically about and apply the knowledge you learned in class. It also provides an opportunity to practice academic writing, particularly for the social sciences. As such, you will be required to select one prompt from the “research” category, and one from the “applied” category. Both papers have the following requirements:

- 3-5 pages, double-spaced
- APA citation format

- Submitted on Canvas
- Written to be accessible to an audience with relatively little knowledge of developmental psychology

Prompts (categories in parentheses):

- Research Proposal (research):** Suggest a hypothetical experiment (with children) in an area of your interest. Present the experiment as a proposal. Be sure to provide some background on the topic, specify your hypothesis and the method of study (including independent and dependent variables). Include the Purpose of the study (why are you proposing to perform the experiment? What was it that you don't know? What are you trying to find out?) Also include the Procedure of the study (what do you propose to do? What materials do you propose to use? Who will the participants be? How many? What will the experimenter do, and what will the subjects do? Describe these things so that someone else could perform the experiment in the same manner you are proposing. Finally, include a discussion section of expected results and how they relate to theories / phenomena studied in class.
- Research Paper (research):** Find a particular topic related to child development and write a research paper. You may use up to two web references, and must have at least three references from a respected journal (for example Adolescence, Child Development, Child Welfare, Crime and Delinquency, Developmental Psychology, Early Child Research Quarterly, Families in Society, International Journal of Aging and Human Development, Journal of Experimental Child Psychology, Merrill-Palmer Quarterly, or Youth and Society, etc.).
- Infant Sleep and Crying (applied):** Interview three parents and ask them how they respond to infant crying. Use the following questions:
 - Can you describe how you distinguished your infant's different cries? (hunger, anger, pain, attention, etc).
 - How do you respond to each of these cries?
 - Do you think responding to crying is important for attachment and trust, or do you think it reinforces the crying and increases its frequency?
 - Do you have any other comments on crying?
 Next interview these parents about sleep strategies they implement with their infant. Use the following questions:
 - How do you know that your infant is sleepy?
 - What do you do to help get your infant to sleep
 - Did you try to put your infant on a sleeping schedule or did you let your infant choose the schedule? If so, how did you go about implementing the schedule?
 - Do you have any other comments on your infant's sleeping schedule?

Please do not just give the parent's responses. Summarize your findings, compare the parent's answers, and describe the insights and conclusions you have gained after analyzing the

interviews. Consider: what factors may influence any differences in how parents manage infant sleep and respond to crying?

- d. **Child Cognitive Development (applied):** Obtain permission to interact with a child between the ages of 2-7. Design activities that test each component of Piaget's theory of cognitive development: symbolic representation, egocentrism, and centration/conservation. You may consult with your textbook on examples, but I encourage you to come up with your own. Record the child's responses. Does the child display "typical" preoperational behavior? Are there ways the child's response differs from your expected response? Are there nuanced response (e.g., a child seemingly "halfway" there on some concepts)? As you write-up the responses, make sure to relate them back to what Piaget's theory predicts, and what factors you think may be causing any deviation.
- e. **Adolescent In-depth Interview (applied):** Interview an adolescent between the ages of 12-17. You can follow your own format but generally inquire about their lives in the areas of family, dating, future careers, spirituality, their perceived strengths and weaknesses, etc. Try to find areas in their lives that are going well, and areas where they feel they are struggling. What theories from our class are demonstrated in the life of this adolescent? It might be best to have a long conversation with them, and then write the paper rather than think of it as question and answer interview.

ECLC Observation Assignment

Twice during the semester, you will be conducting an observation at the Early Childhood Learning Center on campus. These observations will be completed in pairs (or groups of 3 if odd number of students). The first observation should take place before Fall break, and the second one after; please space out the observations (4+ weeks between sessions) so that you can meaningfully compare and contrast children's behavior between the two sessions. The second session must take place no later than 12/1 so that you have enough time to prepare for your presentation.

The assignment is broken down into (graded) components:

- Observation notes (due the day after you complete each observation)
- Write-up comparing the two sessions
- Short in-class presentation to share your observations with your classmates

Quizzes

One learning outcome of this course is that students will be familiar with various theories of development, as well as general developmental milestones and their importance to overall development from infancy to adolescence. As such, quizzes are administered throughout the semester to test your knowledge. Your performance allows me to assess how well information is being retained. More importantly, quizzes allow you to reflect on how well you are learning and digesting the contents of this course. Retrieving information from memory has been shown to improve retention of information in the

long term, and I hope my quizzes (and your process of studying for them!) will help make key concepts of this course part of your long-term memory.

Final Exam

As a way to assess your overall learning in this course and your ability to synthesize and apply classroom knowledge, there will be a final exam. Exam questions will be similar to quiz questions, and the final exam is cumulative (i.e., all topics covered in class can appear on the exam).

Course Schedule

Week (Dates) *greyed out = no class	Topic	Reading	Assignment / Assessment
Week 1 (9/1, 9/3, 9/5)	Welcome / Introduction to Child Development	Ch. 1	
Week 2 (9/8, 9/10, 9/12)	Life in the Womb: prenatal development	Ch. 2	
Week 3 (9/15, 9/17, 9/19)	Beginnings: newborn period and biology of development	Ch. 2 & 3	
Week 4 (9/22, 9/24, 9/26)	Mini Minds: theories of cognitive development	Ch. 4	Quiz 1: 9/22
Week 5 (9/29, 10/1, 10/3)	Baby See, Baby Do: action, perception, and learning in infancy	Ch. 5	
Week 6 (10/6, 10/8, 10/10)	Learning to Talk: language development	Ch. 6	Written assignment #1 Due: 10/10
Week 7 (10/13, 10/15, 10/17)	Learning to Think: conceptual development	Ch. 7	
Week 8 (10/20, 10/22, 10/24)	Growing Up in a Social World: theories of social development	Ch. 9	Quiz 2: 10/20
Week 9 (10/27, 10/29, 10/31)	Big Feelings: emotional development	Ch. 10	

Week 10 (11/3, 11/5, 11/7)	You and Me: attachment and self	Ch. 11	Written assignment #2 Due: 11/7
Week 11 (11/10, 11/12, 11/14)	Family & Friends: family and peer relationships	Ch. 12 & 13	
Week 12 (11/17, 11/19, 11/21)	What's right?: moral development	Ch. 14	Quiz 3: 11/17
Week 13 (11/24, 11/26, 11/28)	Smart kids: intelligence and academic achievement	Ch. 8	
Week 14 (12/1, 12/3, 12/5)	Becoming who you are: gender development	Ch. 15	Observation write-up due by 12/1
Week 15 (12/8, 12/10, 12/12)	Wrap up / final review		Final exam: 12/19 1:30-4:00pm

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day: **Friday, December 19 at 1:30pm**. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time

for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Developmental Psychology, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics may include pregnancy loss, risk factors in development, abusive relationships, and substance abuse. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the areas of child and adolescent development, and I will support you throughout your learning in this course.

Late Assignments and Absences

All assignments are to be submitted/turned in by the deadlines stated on the syllabus and in Canvas. Most of the time, that would be by end of day (11:59pm) of the deadline. Incompletes will only be assigned in extremely unusual circumstances. Late assignments will receive the following reductions: 10% reduction per day late (e.g., a 100% score would become 90% if submitted one day late, 80% if two days late, and so on). After 3 days, assignments will no longer be accepted, and you will receive a 0 on that assignment.

PLNU has an attendance policy: a minimum of 80% attendance is required to pass a course. If you will not be able that proportion of classes, I encourage you to find a different section or take this course later. If you must be absent, please notify me as soon as possible. Absences on are permitted when:

- a. You are severely ill, or have a contagious respiratory illness
- b. There is a medical emergency / death in your immediate family
- c. You are travelling on university-approved travel (sports team, conferences, etc.). A note from the coach / professor / staff member in charge must be sent to me *at least* 2 weeks ahead of time

Absences that do not fall under the listed categories will be considered on a case-by-case basis.

Quizzes are taken at the beginning of class. If you miss class on a quiz day, you will receive a 0, unless you have an excused absence. If you are late to class, you will not receive extra time.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing

grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You may use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (for this course, specifically written text) that will end up in any work submitted to be graded for this course. If an assignment requires or encourages the use of AI tools, it will be explicitly stated. If you have any doubts about using AI, please gain permission from the instructor. *Please state on your submission if you have used AI for ANY purpose during the completion of an assignment.*

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive,

and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Use of Technology in the Classroom

Laptop use is not permitted during class. If there are specific reasons to use a laptop for some sessions, I will notify students ahead of time.

Note-taking on tablet devices are allowed **ONLY** if the tablet lays flat on the table and does not distract you or other students while in use. If I notice that tablet usage is distracting to anyone in the classroom, I reserve the right to request that students put away the tablet.

If you require accommodations for technology use, please reach out to me to discuss how we can best support you.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

