

	Psychology Department Psychology 3008.1 Developmental Psychology: Birth Through Adolescence 4 Units
	Spring 2022

Meeting days: Monday, Wednesday, Friday	Instructor title and name: Natalie Garcia Wood, EdS, LEP, NCSP, ABSNP
Meeting times: 10:55 am- 12:05 pm Final Exam: Monday 10:30-1:00	Phone: N/A
Meeting location: Taylor Hall 314	Email: ngarciaw@pointloma.edu
Office location and hours: By appointment only	

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.

Foundational Explorations Mission ★

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

COURSE DESCRIPTION ★

A systematic study of the physical, cognitive, social, emotional, and moral development of the individual from birth through adolescence. This class is designed to help you understand how we develop, from the moment of conception until adulthood. This class will show you some of the intricacies of development, and along the way show you common mistakes that people make that undermine their odds of raising great kids. This class will matter because it can give you a map on becoming better parents and professionals.

COURSE LEARNING OUTCOMES ★

- You will be able to describe physical, cognitive, language, social, and moral development from the span of birth to adolescence.
- You will be able to list impacts of children’s cultural diversity and recent brain research.
- You will be able to apply an understanding of development in an applied field experience.
- You will be able to apply developmental findings to practical areas such as effective parenting and teaching.

- You will be able to demonstrate effective written communication in an area of applied child development.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Kuther, T. (2021). *Child & Adolescent Development: In Context*. Sage Publications, Inc: California.

ASSESSMENT AND GRADING ☼

The final grade will be based on a combination of five papers. Grades will be based on the following:

Standard 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	

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ☼

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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

issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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 drop date or, after that date, receive the appropriate grade for their work and participation.

COURSE CREDIT HOUR INFORMATION☹

Note: Acknowledging that the 2020-2021 academic year will not be utilizing a face-to-face modality in totality, the credit hour information below is required for the hybrid and online modality. To calculate the “estimated total hours” for the last blank space below, please multiply the number of units times 37.5. In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

USE OF TECHNOLOGY☹

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

ASSIGNMENTS AT-A-GLANCE

There are five unit written assignments worth 35 points each. Additional formats (i.e. presentations, videos, etc.) may be accepted with prior approval from the professor. The requirements are as follows:

- * 3-5 pages in length for papers
- * Use 8 1/2 by 11 paper, typewritten, on one side only.
- * Place the title, paper topic, and your name on the top of the first page.
- * Use double spacing and one inch margins.

- * Write the paper as if a friend or relative that knew nothing about psychology were to read it.
- * The research paper (option i) should be in APA format.
- * Papers will be submitted electronically either on Canvas or emailed to the professor.

Topics for unit papers.

a. Child Essay: Follow a child between the ages of 2-10 years old for a minimum of 2 hours. Make observations, relate your observations to the theories of child development (e.g. cognitive, moral, language, physical development, etc), and predict how the child will develop next. If your child is old enough, try the conservation experiments Piaget describes. Plan to observe for a minimum of 3 hours to find examples of child development.

b. Child Essay: Follow a child between the ages of 2-16 years old who has a special situation (disease, disability, etc.) Introduce the type of disability the child has and a brief overview of it. Then describe specific ways that the child copes and deals with the disability. What impacts are there on the family? What does the child need to best develop from this point forward?

c. Toddler Language Development: Obtain permission to interact with a child between 1-2 years old. Have the following objects with you: teddy bear, small block, small toy dog, small toy truck, toy baby bottle. Initiate language production using the activities listed below, followed by the corresponding question for the child:

i. Make the dog jump on the car. Ask, "What happened?" Record child's response.

ii. Make the car push the block. Ask, "What happened?" Record child's response.

iii. Put the car on the block. Ask, "What happened?" Record child's response.

iv. Make the teddy bear hug the child. Ask, "What happened?" Record child's response.

v. Pretend to give the bear the bottle. Ask, "What happened?" Record child's response.

Go through the motions as indicated, then ask the child what happened. When the dog jumps on the car, the child might say "Doggie jump car." Record the child's response. The child may then say something like "want doggie" and reach for it. Record this also. You may want to add explanatory comments to recall what was happening when the child spoke. On a separate sheet of paper, categorize and label the child's comments and words. "Doggie jump car" would be an example of telegraphic speech using an action word and nominals. "Want doggie" indicates a social aspect of language, is telegraphic, and uses a nominal and personal-social word (see table 10.3 on page 389 for more examples). Summarize your findings and what you learned in your paper and include the child's responses.

d. Facility Observation: Call a daycare or nursery and obtain permission to visit and observe their setting (perhaps at your church or in the community). Describe what you find. Does the setting have any philosophical basis? How do they create opportunities for child development physically, cognitively, emotionally etc? In what ways are they particularly successful? What are the challenges they face? What are some ways they can improve? Come up with your own questions as well.

e. Overextensions and More: Interview three parents of 2 to 3 year olds about their child's use of overextensions, underextensions, coining, holophrases, etc. Make note of which type occurs more frequently, or more frequently compared to others. Further, ask these parents about the types of first-word combinations their child is using (or used). (At the beginning of your

interview, you may want to first define these terms. Refer to the chapter on language development). In your paper describe the results of each child individually and then provide a conclusion to the overall experience.

f. Infant Crying and Sleeping: Interview three parents and ask them how they respond to infant crying. Use the following questions:

- i. Can you describe how you distinguished your infant's different cries?
(hunger, anger, pain, attention, etc).
- ii. How do you respond to each of these cries?
- iii. Do you think responding to crying is important for attachment and trust, or do you think it reinforces the crying and increases its frequency?
- iv. Do you have any other comments on crying? Next interview these parents about sleep strategies they implement with their infant. Use the following questions:
 - v. How do you know that your infant is sleepy?
 - vi. What do you do to help get your infant to sleep?
 - vii. 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?
 - viii. 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.

g. Adolescent In-depth Interview: 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 a question and answer interview.

h. Arcade games: Visit a video game arcade. Survey the games, noting the names of the games and their "types" (sports, battle, crime, puzzle, etc). How many of each type are there? Play or observe someone in at least two different games. Choose games that would be interesting for 6th grade and up. Answer the following questions:

- i. What is the game theme? What must a player do to win?
- ii. What type of action occurs? Are the graphics good?
- iii. How are males and females portrayed?
- iv. What roles do they play?
- v. Do you see stereotyping?
- vi. How does the game affect the mood and attitude of the players? Observe the player's reactions and interactions with the game and game equipment. If the opportunity arises, ask the players why they like the game they are playing. What is your opinion of the game? If you were the parent of a 8-14 year old who wanted to play arcade games often what would be your reaction? What other insights can you share?

i. Research Paper: 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, School Psychology, etc.).

j. Research Study Proposal: 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). Specify whether the study is longitudinal or cross-sectional and why. Indicate what type of reinforcement you would use (if necessary), the task for the child, and so on. Be sure to indicate why you would do the study. 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.

k. Games for Gardner's Intelligences: Using each of Gardner's multiple intelligences (Linguistic, Logical-mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal) think of games or activities that would develop each of the mental abilities for a 10-16 year old boy or girl. Where appropriate, indicate what could be done with the activity to help the child move through the zone of proximal development. Summarize your findings in your paper and be sure to describe the games thoroughly enough that a person who had not played the game would understand it.

l. Pregnancy "Presentation": Imagine that you are conducting a session for prospective parents. You want them to have a physically and emotionally healthy pregnancy. Prepare a detailed outline (e.g. bulleted paragraphs) for a presentation that you will hypothetically give to help these parents. Be sure to include prenatal development, healthy pregnancies tips (nutrition, teratogens, etc.), developmental problems, childbirth stages, parenting tips, etc. (This paper can be single spaced and more than five pages if needed.)

m. Children/Adolescents and aspects of human development are depicted across virtually all films and television shows. For this 3 to 5 page paper, you will pick a film or a television show and analyze it from a child/adolescent development perspective. Specifically, you will pick a character and identify 2 to 4 concepts, phenomena, or theories that you observe and explain how they contribute to the character's development and portrayal.

Schedule

	Monday	Wednesday	Friday
Week 1	Tuesday 1/11 Introduction	1/12 Chapter 1	1/14 Chapters 1-2
Week 2	1/17 No Class	1/19 Chapter 2	1/21 Chapters 2-3
Week 3	1/24 Observations	1/26 Chapters 3	1/28 Chapters 3-4
Week 4	1/31 Video: "To Walk"	2/2 Chapters 4 Unit 1 Paper/Project Due	2/4 Chapters 4-5
Week 5	2/7 Chapter 5	2/9 Video: "To Think"	2/11 Chapters 5-6
Week 6	2/14 Chapter 6	2/16 Video: "To Feel"	2/18 Language
Week 7	2/21 Video: "To Talk:	2/23 Chapters 6/7	2/25 Chapter 7 Unit 2 Paper/Project Due
Week 8	2/28 Chapters 7/ 8	3/2 Chapter 8	3/4 Sleep Presentation
Week 9	3/7-3/11 Spring Break-No Class		
Week 10	3/14 Chapters 8/9	3/16 IQ Talk	3/18 Chapter 9
Week 11	3/21 Chapters 9-10	3/23 Chapter 10 Unit 3 Paper/Project Due	3/25 Chapters 10/11
Week 12	3/28	3/30	4/1

	Chapter 11	Chapters 11/12	Chapter 12
Week 13	4/4 Chapters 12/13	4/6 Chapter 13 Unit 4 Paper/Project Due	4/8 Chapters 13/14
Week 14	4/11 Chapter 14	4/13 Chapters 14/15	3/15 Easter Recess-No Class
Week 15	3/18 Easter Recess-No Class	4/20 Chapter 15	4/22 Unit 5 Paper/Project Due
Week 16	4/25 Class Topic	4/27 Class Topic	4/28 Class Topic