Point Loma Nazarene University
Psychology Department
Psychology 3008.2 (4 Units)
Developmental Psychology: Birth Through Adolescence
Fall 24 Syllabus

Instructor:	**John T. Wu, Ed.D.**
Office:	Culbertson Hall 207, Hours M-Th 1-3PM
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Meeting Times:	Mon Wed Fri 10:55 AM to 12:05 PM, RLC 101
Final Exam:	Monday 12/16/24, 10:30-1:00 PM , RLC 101

Could This Class Really Matter?

While we try to teach our children all about life,
Our children teach us what life is all about.
Angela Schwindt quotes

It is easier to build strong children than to repair broken men.
Frederick Douglass quotes

Children's talent to endure stems from their ignorance of alternatives.
Maya Angelou, I Know Why the Caged Bird Sings, *1969 quotes*

We worry about what a child will become tomorrow, yet we forget that he is someone today.
Stacia Tauscher quotes

This class is designed to help you understand how we develop, from the moment of conception until you become an adult. 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 teachers, counselors, and parents.

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Catalog Description:

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

The professor reserves the right to change the syllabus at his discretion.

Course Objectives:

- To acquaint students with theories of child and adolescent development and methods of studying development.
- To acquaint students with childhood and adolescent development through a topical study of the biological and physical, the cognitive, as well as the social world of the child.
- To acquaint students with hands-on experience with concepts and ideas relevant to child and adolescent development.

Course Learning Outcomes:
By the end of this course students will be able to …
- Describe physical, cognitive, language, social, and moral development from the span of birth to adolescence. (LS 1d)
- List impacts of children's cultural diversity, and recent brain research. (LS 2a)
- Apply an understanding of development in an applied field experience. (LS 1d)
- Apply developmental findings to practical areas such as effective parenting and teaching. (LS 1d)
- Demonstrate effective written communication in an area of applied child development. (LS 1b).
- These objectives will be achieved through your diligent study of the assigned readings, lectures given, videos shown, group presentations, and key written assignments.

Readings:
Highly Recommended:
- Harwood, R., Miller, S., & Vasta, R. (2008). Child Psychology: Development in a Changing Society, Fifth ed. John Wiley and Sons, Inc: New York.

Recommended:
- The YoyoDad's Journal: Raising Emotionally Healthy Kids in an Up and Down World. (Search Amazon for "Yoyo Dad".)

Grading:

The final grade will be based on a combination of five exams, two papers and one final. Students may drop the lowest of the first five exams, but must take the final.

	Points (total 530 points)	My Score
Exam 1	80	
Exam 2	80	
Exam 3	80	
Exam 4	80	
Exam 5	80	
Paper 1	35	

Paper 2	35	
Final Exam	140	
Total	**530**	

PSYCHOLOGY DEPARTMENT NORMAL CURVE GUIDES

Z Score						Percentage Score		
A	1.33	0.0918	9.2%			A =	93-100%	Total points
A-	1	0.1587	6.7%	15.9%		A -	90-92%	
B+	0.67	0.2514	9.3%			B +	87-89%	
B	0.33	0.3707	11.9%			B	83-86%	
B-	0	0.5	12.9%	34.1%		B -	80-82%	
C+	-0.33	0.6293	12.9%			C +	77-79%	
C	-1	0.8413	21.2%			C	73-76%	
C-	-1.33	0.9082	6.7%	40.8%		C -	70-72%	
D+	-1.67	0.9525	4.4%			D +	67-69%	
D	-2	0.9772	2.5%			D	63-66%	
D-	-2.33	0.9901	1.3%			D -	60-62	
F	<-2.33	1	1.0%	9.2%		F	59%	or below

The student will receive the **higher grade** between Z Score and Percentage Score grade calculations. A minimum of 60% is needed to pass the course.

Grades will be based on the Psychology departmental standards for upper division courses. The professor reserves the right to adjust the scale if needed. Students are expected to participate in discussions. In the event a student's final grade is within three points of the next grade, classroom participation will be considered in assigning the final grade.

All examinations except the final are non-comprehensive and will cover the text, lecture, and video material. The format of the examinations may consist of multiple choice, fill-in, short answer, and essay questions. The final is comprehensive.

No make-up exams will be given without the prior approval of the instructor. If an exam is missed without an authorized excuse, that exam will be the dropped exam.

Final Examination Policy:

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

Assignments:

There are two individual written assignments worth 35 points.

Choose two of the following projects. **At least one <u>must</u> be a field experience topic.**

a. **Child Essay (field experience)**: 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.   If you don't have access to a child, you can go to the Early Childhood Learning Center and observe the children there. Plan to observe for a minimum of 3 hours to find examples of child development.

b. **Child Essay (field experience)**: 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 (field experience)**: 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 (field experience):** 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 (field experience):** 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 (field experience):** 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 (field experience):** 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.

h. **Arcade games (field experience):** 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 on 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, 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 Gardiner'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. Describe the intelligences and 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, child birth stages, parenting tips, etc. (This paper can be single spaced and more than five pages if needed.)

These papers should be 3-5 pages in length. The requirements are as follows:
* 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 should be in APA format.
* Papers will be submitted electronically on Canvas.

Academic Integrity and Behavioral Expectations:

This class will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. It goes without saying that any forms of cheating, plagiarism, or other forms of academic dishonesty are not acceptable and will severely impact your grade and any future letters of recommendation. Is it really worth it? Part of my job is to help create a positive learning community. If you repeatedly have a negative impact on that community, I reserve the right to lower your final grade by one letter grade. Ultimately, everyone has to choose whether they will contribute or break down community, and I invite you to be a contributor.

Attendance is a critical component of this course. Much of the learning comes from class discussion and material not covered in the book. That is why the PLNU attendance policy will be closely followed. Please note that only Provost approved, university-sponsored activities are excused and personal reasons such as illness or family events are not.

Of course we all have personal reasons why missing class might be necessary, and so **each student receives three personal absences**. At the end of the semester, each unused absence will be converted into an extra credit point (yes, you can get three extra credit points simply by attending class each day.) **Each** unexcused absence or tardy **beyond three will be minus three points**. If absences are excessive, the student may be dropped from the class.

I am asking you not to use laptops:
I strongly recommend not using laptops in class. The reasons are three fold:
1. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.
    http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

2. Even if it doesn't impair your learning, it impairs others learning.
    http://www.sciencedirect.com/science/article/pii/S0360131512002254

3. You write more but learn less. Writing your notes creates synthesis which increases your learning.
    http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract
    http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/?cid=at&utm_source=at&utm_medium=en

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me and we will make that work.

Office Hours: Make appointments directly with the professor or see posted office hours on Google Calendar.

Tutoring: The PLNU Tutorial Center is available free of charge for all current, **undergraduate** PLNU students. It offers tutoring for most subjects, as well as for general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices.   Tutoring is available by appointment only, may be arranged in person at the Tutorial Center, over the phone at (619) 849 2593, or via email at TutorialServices@pointloma.edu.

| **Helpful Websites**: |

The course syllabus and course readings are posted on Canvas:
canvas.pointloma.edu
Log in using your PLNU username and password.

The textbook website is at www.wiley.com/college/harwood .
You can click on "Student Companion Site" to get to quizzes for each chapter

Study Skills Website from Virginia Tech
http://www.ucc.vt.edu/stdysk/stdyhlp.html

Tips for psychology majors (including getting into graduate school):
http://www.psychwww.com/index.html
http://www.psychologymajortips.com/

What can you do in the field of psychology?
http://careersinpsychology.org/

Summary of APA Writing Style. A summary of the Publication Manual of the American Psychological Association (5th edition)
http://www.uwsp.edu/psych/apa4b.htm

Undergraduate Syllabus Notification Page

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. 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 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.

PLNU ATTENDANCE AND PARTICIPATION POLICY ⊛

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrwal date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

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.

USE OF TECHNOLOGY ⊛

In order to be successful in the online or hybrid 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, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

COURSE CREDIT HOUR ⊛

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 15 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.