

# California Lutheran University

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## Bachelor's Degree for Professionals

**PSYC 304 Child and Adolescent Development**

**Spring Term, 2016**

**Thursdays 6 – 9:30 PM**

**Woodland Hills Campus, Room 117**

**Drop Dates: 3/14/16 Last day to drop without “W” or financial penalty**

**4/11/16 Last day to drop without academic penalty**

**Instructor: Elizabeth Geringer, Psy.D.**

**Office hours: before & after class and by appointment**

**Email: [egeringe@callutheran.edu](mailto:egeringe@callutheran.edu)**

**(805) 390-8966**

### **Course Description:**

Study of theories and principles pertaining to the developmental characteristics of children and adolescents in terms of the physical, mental, emotional and social development of the individual. Meets the gender/ethnic studies requirement.

### **Textbooks/Required Readings:**

Berger, Kathleen Stassen. *The Developing Person Through Childhood and Adolescence. Eighth edition or later.* Worth Publishers. ISBN #978-1429-2437-66.

### **Course Outcomes:**

At the end of this course students will be able to:

1. List and describe theoretical and research information regarding child and adolescent development. They will be encouraged to demonstrate knowledge and understanding on their exams, writing assignments and experiential learning activities.
2. Apply psychological research methods to several assignments, including observation, interpretation and conclusions.
3. Apply psychological principles to child and adolescent development. Students will be encouraged to understand the influence of several factors including biology/genetics, social/cultural and psychological on the developing individual.
4. Express themselves professionally and effectively in writing and oral presentations. They will be encouraged to demonstrate their writing ability in several written assignments and will be expected to express themselves orally in class discussions and final presentation. They will be expected to learn the relevant APA ethical standards and guidelines for professional conduct.

### **Assignments:**

The course will be taught in a lecture/seminar/Blackboard format that encourages an ongoing interactive dialogue between the lecturer and students. In addition, students will be assigned experiential learning

activities outside of lecture hours to meet the requirement for Carnegie hours. These activities include observing children/adolescents at a park, in a mall, in your home or other public environment. Students will be expected to behave in a non-threatening way that does not place any child at risk at any time. Students will only be allowed to make contact with children/adolescents that they have obtained a written/signed consent form from the child's parent. It is expected that students will have completed readings and assignments prior to each class meeting. Students should be prepared to participate in class discussions pertaining to the main topics of the assigned material. Student's work in the class will be evaluated based on all assignments, exams, and in class participation.

**Student Workload/Carnegie Hours:**

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).
- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)

**Instructional Hours Chart:**

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Includes final exam
Term assignments			1+	10	Average, varies by student
Mid-term Prep				10	Average, varies by student
Observation 1		4			Average, varies by student
Observation 2		4			Average, varies by student
Observation 3		4			Average, varies by student
Discussion Board		1 hr. 20 min.			Average, varies by student
Toy Invention & Presentation				15	Average, varies by student
Final Exam Prep				10	Average, varies by student
<b>Total</b>		<b>50</b>		<b>100</b>	

\*\*In this chart the Carnegie instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

**Terms Assignments:**

Each week students will be given a list of approximately 10 terms that are relevant to the weekly topics. Students are required to define each term in writing and select 1 term to write a brief response of how it applies to his or her life. Responses should be approximately one paragraph in length. Definitions and response are due before the beginning of each class meeting and are to be submitted through blackboard. Term assignments are worth 10 points each.

**Observation Assignments:**

Throughout the course students will have 3 opportunities to observe children &/or adolescents in their natural environment. At an approved location, students will observe a child's behaviors, communication, emotions, physical development and psychosocial development for approximately 1 – 2 hours. Students will then complete a one-page reflection paper that demonstrates the student's ability to apply classroom lecture material to real-life experiences. (A reflection paper template will be provided.) If a student has access to a relative or close friend's child, an alternative activity is as follows: the student will engage in a game with the child. While playing with the child the student will observe the child's behaviors, communication, emotions, physical development and psychosocial development for approximately 1 – 2 hours. Students choosing this option will also complete a one-page reflection paper that demonstrates the student's ability to apply classroom lecture material to real-life experiences. Students must obtain a signed consent from the child's parent in order to select this option. (A consent form will be provided.) Observation assignments are worth 50 points each.

**Discussion Board Response:**

Students are required to respond to one question related to course material that will be posted on Blackboard. Students are required to research the question through use of the text, articles and current events. Students will upload a response through Blackboard that is thoughtful and includes at least one source to validate his or her response/opinion. Responses should be at least one paragraph in length. Discussion board response is worth 50 points.

**Toy Invention & Presentation:**

This assignment is the signature assignment for this course. Students will use creativity to invent a new toy for a selected age group. Students can make a prototype of the toy or make a drawing representation of the toy. Students will identify why the toy is appropriate for the selected age range by explaining how the toy targets specific areas of cognitive, biological and social development. Students will provide a brief, 10 minutes, oral presentation to the class with an explanation and /or demonstration of the toy (A visual aid is required). This assignment is designed to foster creativity and encourage students to integrate knowledge acquired during lectures with real life applications. This assignment is worth 200 points.

**Midterm:**

The midterm is designed to be a learning tool for the final. There will be 50 multiple-choice questions utilizing an "Immediate Feedback Assessment Technique" which will provide students with immediate feedback to whether their responses are correct or not. In addition, students will be allowed to bring one page of notes to the midterm. The midterm is worth 100 points.

**Final:**

The final is cumulative. There will be 50 multiple-choice questions. The final is worth 100 points.

## **Grading**

**A = 92-100%**

**A- = 90-91.9%**

**B+ = 88-89.9%**

**B = 82-87.9%**

**B- = 80-81.9%**

**C+ = 78-79.9%**

**C = 72-77.9%**

**C- = 70-71.9%**

**D = 60-69.9%**

**F = 59.9 or less**

~ **Attendance/Participation = 120 points**

~ **8 Terms Assignments @ 10 pts each = 80 points**

~ **3 Observations @ 50 pts each = 150 points**

~ **1 Discussion Board Response = 50 points**

~ **Toy Invention & Presentation = 200 points**

~ **Midterm = 100 points**

~ **Final = 100 points**

~ **TOAL POINTS POSSIBLE = 800 POINTS**

## **Attendance Policy:**

A portion of students grade will include attendance and participation in weekly class lectures, discussions and activities. In order to receive full attendance/participation points, students must be engaging in weekly in-class lecture discussions. Because this is an accelerated 11-week course, students should plan to be at every class meeting. No more than 2 absences will be allowed.

## **Make up and Late Policy:**

Assignments will only be accepted up to one week past the due date and will receive a 10% reduction in maximum points for each day late.

## **Course Evaluations Statement**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

## **Disability Statement**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

## **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior, which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

### **University Harassment Policy**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

### **Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

### **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

### **Cal Lutheran Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

### **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information:

<http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

### **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

### **Final Note**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is presented below. While the material will be covered in the order presented in the schedule, the actual timing may change from week to week as the course progresses.

## **PSYC 304 Spring 2016 Course Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS DUE</b>
3/3/16	Intro & Theories of Development	Ch. 1 & 2	Read
3/10/16	Heredity & Environment; Prenatal Development & Birth	Ch. 3 & 4	Terms A due 6PM
3/17/16	The 1st 2 yrs: Biosocial & Cognitive	Ch. 5 & 6	Terms B due 6PM
3/24/16	The 1st 2 yrs: Psychosocial; The play yrs. Biosocial	Ch. 7 & 8	Terms C due 6 PM <b>Observation 1 Due</b>
3/31/16			<b>MIDTERM</b>
4/7/16	The play yrs: Cognitive & Psychosocial	Ch. 9 & 10	Terms D due 6 PM
4/14/16	The school yrs: Biosocial & Cognitive	Ch. 11 & 12	Terms E due 6 PM <b>Observation 2 Due</b>
4/21/16	The school yrs: Psychosocial; Adolescence: Biosocial	Ch. 13 & 14	Terms F due 6 PM
4/28/16	Adolescence: Cognitive & Psychosocial	Ch. 15 & 16	Terms G due 6 PM <b>Observation 3 Due</b>

5/5/16	Toy Inventions		Terms H due 6PM <b>Oral Presentations of Toys</b>
5/12/16			<b>FINAL</b>

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