

Child Development

Tuesday, Thursday; 9:40 – 11:15, Marsh 106

I. Instructor & Course Mentor

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Office hours: Wed 11:30 - 1:00 PM & Thurs 11:20 to 12:50

II. Course Resources

1. **Required text.** Berk, L.E. (2013). *Child Development, 9th edition*. Pearson Education Inc.

2. **Moodle.** I use Moodle to post handouts, distribute grade updates, and the like. Please get into the habit of regularly checking our Moodle page for updates.

3. **Plain 3-Ring Binder** (*preferably white*). Please dedicate a 3-ring binder to this class, to keep track of all your reading annotations & observation reports. As you will soon see, you will write quite a bit in this class and keeping track of all assignments will be vital to your growth, learning, and success.

4. **4 X 6 Note cards.** Please purchase a set of notecards and bring them to each class period. When we do activities, you will turn in a card; if no activity, you will at least write down your biggest “take away” from the class period. Such reflection helps with memory & metacognition. No card, no credit (but most importantly, no card, no opportunity for reflection & growth).

III. Course Description

Catalogue description. This course is an introduction to human development with an emphasis on early and middle childhood. Initial discussion focuses on how to best characterize behavioral change over time and the interactive roles of nature and nurture as facilitators of change. Through detailed discussion of theory and research outcomes, students attain a comprehensive understanding of normative trends in physical, cognitive, social, emotional, and personality development coupled with an understanding of the cause of such change.

Extended description. The study of human psychological development really gets at the core of what most psychology students are after: *why do we turn out the way we do?* By studying the emergence of and growth in human cognition, self-regulatory skills, social-emotional awareness, and personality, we learn about what makes us tick. In this class, you will learn about growth patterns and about how nature and nurture work together in charting the course of these growth patterns. By studying human development in this way, not only do you gain great insight into the nature of human nature, but you also gain an understanding of the many ways that we can work towards promoting healthy growth trajectories.

Satisfactory completion of this course suggests that you will:

- ✓ be familiar with the theoretical explanations of constancy and change in behavior over time
- ✓ be familiar with normative trends in cognitive, self-regulatory, social-emotional, and personality development from infancy through middle childhood
- ✓ be well versed in how nature and nurture work together to shape the growth of human cognition, self-regulation, social-emotional awareness, and personality
- ✓ understand some of the social and health issues families face today

- ✓ understand select cultural variations in childrearing, health practices, educational practices, and social policy
- ✓ have first-hand experience working with children and teachers in a professional setting.

To enhance your experience in this class, you also get to engage with real live children. Psy 240 is a designated **civic engagement** class. From PacU's [CCE website](#) :

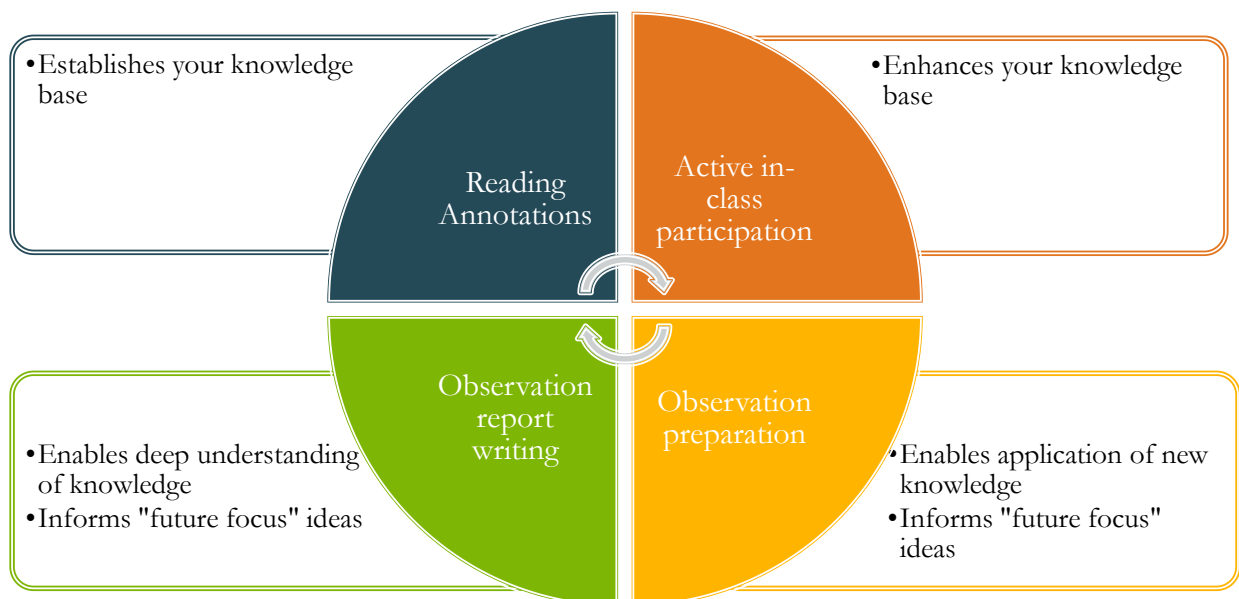
Pacific University prepares students for lives as informed and active citizens... . Civic engagement can facilitate learning, develop active citizens, and improve communities. Students can gain new insights on academic subjects, information for career exploration, and the opportunity to acquire new skills by serving the community. Working with others, you can experience the power of cooperating to create change. And, giving back to the community through a variety of programs and activities can be deeply rewarding.

The way in which students engage differs across CCE courses. In Psy 240, by spending 20 hours in a classroom setting and completing specific observation assignments therein, ...

1. **Learning is enhanced** via live observation. Observation often yields new insights by bringing the words from your readings and class discussions to life.
2. **Students gain skills required to become effective active citizens.** By working with the ELC staff and students, you will learn how to immerse yourself in a community and how to work with that community in a sensitive and respectful manner
3. **Students gain self- insight into ideas for future careers** involving working with youth, education, and/or families.
4. **Students learn first-hand the power of cooperation** in effecting positive growth opportunities for young children, as they work with the ELC community to satisfy the requirements of each observation.
5. **Students contribute to others' wellbeing** on a weekly basis. ELC staff frequently remark that the presence of the Psy 240 students **improves the quality of their learning community**. Engaged and eager college students can make a good day great, in the eyes of 3 – 6 year-olds! And former students tell me that being with 3 – 6 year olds makes their day great too!

IV. Course Objectives: Instructional Logic Model, snapshot and extended view

As a civic engagement course, students do more than they might in a “typical” 200-level survey course. Though technically “more work”, the civic engagement experience enriches outcomes. In a nutshell, here are two versions of a map of the course activities and outcome goals: a visual of how course aspects cycle around, each informing the other, and on the next page, a detailed chart of class inputs, activities and outputs.



As you plan your workload this semester, please keep the outcome goals in mind, as there will be times when it feels like a lot. That's because it *is* a lot: **a lot of enriching experiences, a lot of learning, and a lot of growth can happen when you give it your all.** *Many former students tell me that their CE experience in this class transforms their thinking about their future goals. Will this happen for you?*

OUTCOME GOALS. Students: (a) attain a broad understanding of human psychological development not only in terms of milestone achievements in neurological, cognitive, social-emotional, and personality development, but also in terms of the causes and consequences of particular developmental trajectories; (b) experience development and service learning first hand, leaving with satisfaction and ideas on how to continue to serve youth, schools and/or families in the future.

INPUTS →	ACTIVITIES →	OUTPUTS →
1. Detailed textbook readings 2. Reading annotation templates 3. In-class discussion prompts to guide material understanding and application 4. In-class lectures to clarify difficult concepts and elaborate on readings 5. Detailed observation assignments involving planning, execution, and reflection. 6. Time spent in a classroom setting 7. Exams that reinforce concept learning and demonstrate said learning 8. Office hours where you can comfortably seek support	1. Regular reading & note taking 2. Thoughtful completion of reading annotations 3. Conscientious engagement in in-class activities 4. Respectful and active engagement during lecture 5. Careful planning, execution and reflection of what was observed; writing-up the entire report 6. Direct interaction with students in a variety of ways: observation, interview, case analysis, instructional support 7. Exam prep and performance 8. Seeking out answers to questions and needs for clarification (should they arise)	1. Engagement with and paraphrasing of course materials puts the information in mind 2. Elaborative rehearsal required for completion enhances knowledge acquisition 3. Enables opportunities for elaboration, integration, and repetition (<i>and builds actual social ties too</i>), thereby enhancing knowledge acquisition 4. Engagement with and paraphrasing of course materials puts the information in mind 5. The planning, doing, and writing brings material to life and creates rich knowledge representations 6. Experience working directly with youth and teachers; an opportunity to inform your growing “future focus” 7. Enables opportunities for elaboration, integration, and repetition thereby enhancing knowledge acquisition 8. Enables opportunities for elaboration, integration, and repetition

IV. Course Structure and Grading

As illustrated in the Instructional Logic Model, in this course you will engage with the material in a number of ways: reading, writing, note taking, observing, reflecting, and studying. If you dive in and stick with it, you will learn quite a bit about the nature of human nature, and why, as adults, we turn out like we do. In terms of your course grade, if you fully engage, you'll earn points, too. Grades are based on the accumulation of points earned, as follows.

1. Regular reading & note taking. *No grade (but good for you 😊).*

This is expected of you all. Your notes won't be evaluated, but regular work on this will ensure that you are well-prepared for those aspects of the class that are evaluated.

2. Thoughtful completion of reading annotations. 20 points X 12 = 240

*A template for reading annotations is posted on our course Moodle page. You are expected to complete one form for **each** assigned chapter/ chapter combination, noting that in some cases only specific page selections are required, in others the entire chapter. The expectation is that you work on items 1 & 2 together, like this:*

- *Skim chapter headings to get a sense of the material covered*
- *Complete the first portion of the annotation, where you jot down what you already know about the topics*
- *Focus on the chapter, taking paraphrased notes as you read*
- *Return to the annotation form and complete it as indicated.*

3. Conscientious engagement in in-class activities. 5 points X 15 (5 points per week) = 75

Whether lecture, discussion, or media presentation (i.e., we'll watch some movies, listen to some podcasts, and watch some TED talks along the way), it is expected that you engage in class activities with an open mind and with appropriate attention & behavior. There's something to be gained from all kinds of class practices and *I do mix it up. Whereas in many cases, lecture is called for, there are times where more can be gained by focused discussion with your peers. By bringing note cards to class and completing them as directed, your in-class behavior will be tracked and evaluated accordingly.

** This is an active learning class. In class, you'll engage in participatory lecture, you'll take no-stakes practice quizzes, you'll work with classmates on answering and presenting to the class responses to discussion prompts, and the like.*

4. Respectful and active engagement during lecture. (combined with #3 above)

As with #1, this is just expected. I assume you all will be respectful and engaged, but if you are not, I reserve the right to adjust your accumulated points accordingly. Things to keep in mind, to help you stay focused:

- Put your phones away.
- Take notes with a pen or pencil and paper. Electronic devices (tablets, computers) are awfully tempting...and research shows that memory is enhanced when you write rather than type your notes.

5. Careful planning, execution, reflection and writing of each observation. 250 points (see below for breakdown)

Observation assignments are designed to bring select course topics to life by giving you a hands-on opportunity to experience the material. Observation prompts are decided upon in advance, but have some latitude built-in. In as much as is possible, assignments are designed to coincide with topics covered in class, but there will be times when our pace doesn't quite line up. Always plan ahead with your observation preparations so you can get your questions answered as needed. Planning is key to a successful observation, in particular in terms of a "back-up" or contingency plan in case things don't work out as intended. For this then, don't hesitate to take advantage of office hours. You are graded on your observations in two ways:

i. Written report. 20 points X 10 = 200

Using the templates posted to Moodle, you will write up each report and turn it in on the designated due date; usually the Thursday class following the respective observation week. Points are based on timely completion, thoughtful and complete remarks, honest assessments, and careful writing. All reports are to be typed and should include a copy of your observation notes.

ii. Professionalism during each visit to the ELC. 5 points X 10 = 50

Your visits to the ELC serve two purposes. In the spirit of a "service learning" approach to civic engagement, not only are you there to observe, but you are also there to help if need be. ELC teachers and staff are BUSY, and they appreciate your help. Please be responsive and courteous when called upon to help. ELC staff will respect your needs with assignments as long as you respect their needs with supporting and maintaining their learning community. Because you will attend in the same time block each week, the staff will get to know you and will submit to me, at the end of the term, a report on your behavior.

6. Exam prep and performance. 100 points x 3 = 300.

To assess how well you've reached the first part of the outcome goal denoted in the Instructional Logic Model, I will give two mid-term exams: one half way through the semester and one at the end of the term. Each exam will cover material to-date. Exam format TBA, though note that I usually create a mix-format exam. To assess how well you've reached the second part of the outcome goal, you will complete a take-home final too. Details on the final will be posted to Moodle in the second to last week of classes.

7. Seeking out answers to questions and needs for clarification (should they arise). No grade, (but good for you 😊).

Sometimes developmental psychology topics are not readily understandable at first pass -- it's normal for students to have questions. Whatever your question may be, feel free to ask! Ask in class, in office hours, or both. If you can't make my or Vhana's office hours, then feel free to make an appointment.


Final Grades are based on the accumulation of points, **865 total.**



Letter grade	Percent range	Point range	Letter grade	Percent range	Point range
A	100-93	865 -804	C +	79-77	691 - 666
A-	92-90	803 - 778	C	76-73	665 - 631
B+	89-87	777 - 752	C-	72-70	630 - 605
B	86-83	751 - 717	D+	69-67	604 - 579
B-	82-80	716 - 692	D	66-63	578 - 544
			F	<63	< 544

Additional ELC Observation details.

1. The ELC is a working school that serves preschool through 1st grade students. There are four classrooms, each with a lead teacher and assistant teachers. Your role will be to check in with the teachers when you arrive, find out what activities they have planned, and observe and interact with the children in a respectful manner. Though you may be asked to help, you will not be expected to take on a leadership role in the classrooms because it is OR state law that you cannot be left alone with the children unless you have completed a full background check through the police department. If you have done this already, please let the teachers know so that they know how to best structure class time while you are there. *(Note that you are not required to do the background check, but may if you want to).*
2. The ELC is open from 7am – 530pm five days per week. You will commit to a regular 2-hour block and are expected to timely in your arrival and departure. Note that your time spent in the ELC classrooms is considered to be instructional time for Psy 240 thus you should treat it as such.
3. If you must miss a scheduled observation, please notify the ELC administrator/ front desk staff **prior** to your absence. Their number is 503-352-1481 (<http://fg.ed.pacificu.edu/elc/Site/Phone-Email-Direct.html>). This is a professional courtesy. If you need to arrange for a make-up, please work out the timing of that with your **assigned supervising teacher**.
4. It is OR state law that you sign in and sign out for each ELC visit. ELC staff will share the records with me at the end of the term, for proof of your time-spent.
5. Upon arrival, you will enter the workroom, leave your back-packs and/or bags in the designated area, and put on your name tag.
6. You may keep with you an unobtrusive notebook and pen/pencil to keep notes; this is encouraged. If you find that taking notes while there is too disruptive, instead please block out a period of time after each observation to record what you experienced so that you don't forget before you have time to write your formal journal entry.
7. Note that if you are spending time in the ELC for another class as well, you may not “double-dip” with your hours; rather you will be expected to spend the allotted hours for each class.
8. The ELC follows the Forest Grove School District calendar, NOT Pacific University's calendar. There will be days this semester when PacU students are in class, but that the ELC is closed. Once you have committed to a regular observation time, please take a close look at the ELC calendar posted on our class Moodle page, to check for possible ELC closure that might effect your observation time. If the ELC is closed at a time when you normally observe, I ask that you work with you assigned classroom teacher to find a suitable make-up time.

V. Course Schedule

Week & Date		Topics & Homework	What's due
1 Sept	1, 3	T & R: Intro to course; Babies documentary 	T: < sigh > R: < sigh >
2	8, 10	<u>T & R - Chp 1: History, Theory, Applied Direction</u> <ul style="list-style-type: none"> Homework: <i>Chp 1 annotation</i> 	T: < sigh > R: RA 1
3	15, 17	<u>T & R – Chp 2: Research Strategies & Chp 5: Brain Development</u> <ul style="list-style-type: none"> Observation: plan your first observation (<i>*start early so you have to seek help if needed</i>) Homework: Reading Annotation for the following pages <ul style="list-style-type: none"> Research: pp 41 – 55; 60 – 69 Brain development: pp 184 - 192 	T: < sigh > R: RA 2 <i>*Check your Ob plan with Vhana*</i>
4	22, 24	<u>T & R – Chp 6: Cognitive Development, Piaget</u> <ul style="list-style-type: none"> Conduct Ob 1, Piaget Homework: <ul style="list-style-type: none"> Reading Annotation, pp. 225 – 266 Write Ob Report 1 Plan Ob 2 	*Observations Begin* T: RA 3 R: < sigh >
5 Oct	29, 1	<u>T & R – Chp 6: Cognitive Development, Vygotsky</u> <ul style="list-style-type: none"> Conduct Ob 2, Vygotsky Homework: <ul style="list-style-type: none"> Reading Annotation, pp. 266 – 275 Write Ob Report 2 Plan Ob 3 	T: RA 4 R: ObR 1
6	6, 8	<u>T & R – Chp 7: Cognitive Development, Information Processing</u> <ul style="list-style-type: none"> Conduct Ob 3, IP, Memory capacity, strategy & planning Homework <ul style="list-style-type: none"> Reading Annotation Write Ob Report 3 Plan Ob 4 Mid-term Prep 	T: RA 5 (pp 227 – 291) R: ObR 2
7	13, 15	T – Catch-up & Interim Review R – First Midterm <ul style="list-style-type: none"> Conduct Ob 4 – IP, Semantic and Episodic Memory Homework <ul style="list-style-type: none"> Mid-term Prep Write Ob Report 4 Plan Ob 5 	T: RA 6 (pp 292 – 315) R: ObR 3
8	20, 22	<u>T & R –Chp 8: Intelligence</u> <ul style="list-style-type: none"> Conduct Ob 5, diversity in perspectives on Intelligence Homework <ul style="list-style-type: none"> Reading Annotation Write Ob Report 5 Plan Ob 6 	T: RA 7 R: ObR 4

9	27, 29	<u>T & R – Chp 10: Emotion, Temperament, Attachment</u> <ul style="list-style-type: none"> • Conduct Ob 6, Emotion expression and display rules • Homework <ul style="list-style-type: none"> ○ Reading Annotation, pp 401 - 427 ○ Write Ob Report 6 ○ Plan Ob 7 	T: RA 8 R: ObR 5
10 Nov	3, 5	<u>T & R – Chp 10: Emotion, Temperament, Attachment</u> <ul style="list-style-type: none"> • Conduct Ob 7, diversity in temperamental profiles • Homework: <ul style="list-style-type: none"> ○ Reading annotation, pp. 428 – 445 ○ Write Ob Report 7 ○ Plan Ob 8 	T: RA 9 R: ObR 6
11	10, 12	<u>T & R – Chp 11: Self & Social Cognition</u> <ul style="list-style-type: none"> • Conduct Ob 8, self understanding • Homework: <ul style="list-style-type: none"> ○ Reading Annotation ○ Write Ob Report 8 ○ Plan Ob 9 	T: RA 10 R: ObR 7
12	17, 19	<u>T & R Chp 12: Morality & Aggression</u> <ul style="list-style-type: none"> • Conduct Ob 9, how are transgressions handled? • Homework <ul style="list-style-type: none"> ○ Reading Annotation ○ Write Ob Report 9 ○ Plan Ob 10 	T: RA 11 R: ObR 8
13	24 	T - “School’s Out” Documentary; Interim Review R - Thanksgiving Holiday <ul style="list-style-type: none"> • No Observation 	T: <sigh> R: <sigh>
14	1, 3	<u>T & R - – Chp 15: Peers, Media, Schooling</u> <ul style="list-style-type: none"> • Conduct Ob 10, sociometric evaluation and media consumption • Homework <ul style="list-style-type: none"> ○ Mid-term Prep ○ Reading Annotation ○ Write Ob 10 ○ Begin Final exam 	T: RA 12 R: ObR 9
15	8	T – Second mid-term <ul style="list-style-type: none"> • Homework: <i>Take-home final</i> 	T: ObR 10
	Dec 10th (Thurs)	Final exam due in my office by 2:30 Late papers not accepted	

VI. Course/ University Policies

From the Pacific University Faculty Handbook, section 4.1.3: The Classroom Relationship between Faculty Members and Students

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they enroll. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they enroll. Students must also recognize that, as members of a community of learners, they have an obligation to be responsible members of that community, and that the exercise of their freedom of expression must not impinge on the rights of others in their quest for learning. In addition, students must acknowledge the responsibility of the professor to create and preserve an environment conducive to the learning of all students.

In addition to following the policy noted above, I expect that all students will both read and respect Pacific University's policies as described in the current course catalogue for the College of Arts and Sciences. In particular, it is your responsibility to become familiar with following policies:

- Course withdrawal
- Course completion and the assignment of an "Incomplete" grade
- Academic Conduct

Academic honesty. Pacific University has no tolerance for academic dishonesty. It is university policy that all acts of academic dishonesty be reported to the Assistant/Associate Dean. Per the College of A&S, sanctions that may be imposed for academic dishonesty range from an "F" for the assignment, an "F" for the course, and suspension or dismissal from the university. Forms of academic dishonesty include, but are not limited to, plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies. Plagiarism is the use of someone else's words, ideas, or data without proper documentation or acknowledgment; it may entail self-plagiarism (i.e. reusing/resubmitting your own work without approval). Quotations must be clearly marked, and sources of information must be clearly indicated in all student work. Please consult the Academic Conduct Policies in the A&S Catalog for further detail.

In this class, if a student is suspected of cheating, plagiarizing, or otherwise misrepresenting his or her work, I will take appropriate actions to investigate the matter. This is particularly important to attend to when writing papers and citing published material. As noted above, improper citations and improper paraphrasing can constitute plagiarism. If you are uncertain of whether your work constitutes plagiarism, please ask me about it BEFORE turning the work in, I am always happy to talk with you about it and to proofread your work. First instance documented violations of the academic honesty code will result in a grade of "0" for that assignment or test. If the problem persists, further action will be taken.

Late Papers. Late papers will be accepted up to three days (not class periods) after the due date, with the following penalty:

One day	= 5% deduction
Two days	= 10% deduction
Three days	= 15% deduction
Three + days	= 0

Inclement Weather Policy. The College of Arts and Sciences will remain open on all snow days, as most students live on campus, unless the President rules that the University should close to assure the safety of all students, faculty, and staff. Please check the University Web Pages for weather-related bulletins if you are uncertain.

Accommodated Learners (Learning support services). If you have documented challenges that will impede your learning in any way, please contact our LSS office in Scott Hall (ext.2107). The Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

Tutoring and Learning Center (TLC). The TLC is located in Scott Hall 127. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects. Students should consult with the center's director for information on tutoring available for other subjects. Day and evening hours; walk-ins welcome!

VII. Additional Information

A. Focal Studies Inclusion: An interdisciplinary examination of children, youth, and families.

B. Civic Engagement. This class is a designated Civic Engagement course: as a part of this course you are expected to spend 20 hours in a school classroom.