

VANGUARD UNIVERSITY

School for Professional Studies
Degree Program

**“Childhood and Adolescence”
PSYD 370**

Student Guide

11/11

TEXTS AND MATERIALS

Required texts:

Bjorklund, D. F., Blasi, C. H. (2012). *Child and adolescent development, an integrated approach.*

Belmont, CA: Wadsworth

Siegel, D.J., & Hartzell, M. (2003). *Parenting from the inside out: How a deeper self-*

understanding can help you raise children who thrive. New York: Tarcher/Putnam.

NOTE: The Bjorklund text does have an evolutionary biology slant to it. The text was chosen because it was one of the few childhood and adolescent texts that cover development by topic rather than by age. It was the best of those available.

COURSE DESCRIPTION

Childhood and adolescence examines the physical, cognitive, social, emotional and moral development of infancy through adolescence, utilizing current research and developmental theories. It focuses on the continuity of development throughout the life span using the nature versus nurture debate as a backdrop to the lectures and classroom discussions.

LEARNING OUTCOMES

Educational Targets and Course Objectives for Students

◆ **Intellectual Engagement**

1. To provide exposure to current developmental research and theory.
2. To understand the development of specific capacities and character traits (memory, language, spirituality, etc.) The student will demonstrate this knowledge in papers, quizzes, learning assessments and the game project.
3. To be able to apply this understanding to academic, personal and work life.
4. To understand the importance early attachment for brain development and the formation of developmental capacities.
5. To begin to develop the ability to evaluate different research methods in order to begin to learn to think critically about each of the different developmental theories presented.

◆ **Spiritual Formation**

1. To develop a basic understanding of moral and spiritual development.
2. To apply these understandings to one's personal/spiritual life.
3. To compare and contrast each developmental theory with Biblical positions on child and adolescent development and parenting practices.

◆ **Professional Excellence**

1. To develop and demonstrate skills in written expression by writing in APA style.
2. Develop and demonstrate skills in presentation and oral expression by presenting one's thoughts, opinions, and projects.

◆ **Aesthetic Expression**

1. To develop an appreciation of how “wonderfully and fearfully” mankind has been made by God.
2. To develop creativity in assignments and presentations.

◆ **Responsible Stewardship**

1. To apply learning to personal, work, and spiritual life.

◆ **Socio-cultural Responsiveness**

1. To begin to understand how diversity affects development.
2. To participate in class discussion and exercises to increase awareness of individual and cultural diversity with regard to differing viewpoints on child and adolescent developmental beliefs and parenting practices.

STUDENT EVALUATION

Students in this course will be evaluated by the College's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system. The following criteria will be used in determining the student's grade:

Assignment/Grading	Points	Date Due
Paper 1	200 Points	Week 2
Paper 2	100 Points	Week 3
Attachment Paper	100 Points	Week 4
Exam	200 Points	Week 5
Create a Game or Toy	200 Points	Week 5
Attendance and Participation	200 points;	Weeks 1-5
TOTAL POINTS:	1000 points	

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Good	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Satisfactory	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Poor	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

DESCRIPTION OF ASSIGNMENTS

PAPER 1: (DUE WEEK 2) Students will submit a 5-7 page paper that applies, analyzes and compares and contrasts Erik Erikson's Psychosocial Developmental Theory with Urie Bronfenbrenner's Ecological Systems Theory. This paper is APA Style and needs to include a Title Page and a Reference Page. The Abstract is optional. **(200 Points)**

- 1. Give a brief synopsis of Erikson's theory**, both the structure of the theory and the content. This means that you will discuss the nature of stage theories and how children progress from one stage to another, as well as what factors influence a child's development through the stages and what happens when a child gets "stuck" in a particular stage.
- 2. Give the same type of synopsis of Bronfenbrenner's theory.**
- 3. Apply Erikson's Theory:** Describe at least three stages as applied to your life, the life of a sibling, parent or your own child.
- 4. Draw a diagram of Bronfenbrenner's Theory:** Make it personal and apply it to the same individual you described in #3. What are the specific systems that apply to the person in question? Describe how they interact and influence one another.
- 5. Compare and contrast the two theories.** What do you think are the strengths and weaknesses of the two approaches? Do you prefer one? Why or why not? Do you see a way to combine them?
- 6. NOTE: You will need to use sources beyond the textbook to round out your understanding of this material. Use at least two additional sources that should be cited in the paper and included on the reference page.**

PAPER 2: (DUE WEEK 3) Compare and contrast the cognitive developmental theories of Piaget and Vygotsky. Use the textbook, lecture, and at least two other professional resources (books, journals, and academic websites) that you need. Summarize the key points of each theory and then identify several ways in which they are alike and different. Use professional language and terminology. For instance, consider ideas covered in earlier chapters such as: Which of these is a stage theory and which is not? What implication does that have for applying this theory? **(100 Points)**

PAPER 3: Attachment Synthesis Paper: (DUE WEEK 4) Students will submit a 3-5 page APA-style paper in which they apply both childhood and adult categories of attachment to themselves, using at least **one additional source** in addition to both of the textbooks. Another option is to apply the theory to someone you know very well. This paper is not a reaction paper, but in this paper students must apply the theory to their personal experience. Students will synthesize personal experience with theory and research. The paper should not merely be a summary of attachment theory and research, nor should it be merely a summary of childhood experience. The student is asked to choose the childhood and adulthood categories that apply to them and then to support their application with personal experiences. The APA-style paper will consist of a title page, the body of the paper, and the reference page **(at least one reference required in addition to both of the**

textbooks). Due to the nature of these papers, students may write in the first person and use personal pronouns. **(100 Points)**

Grading Rubric for Papers 1-3

Criterion	Excellent	Good	Satisfactory	Below expectations
Content: accuracy and completeness	Includes appropriate information; describes the information accurately. All necessary components of assignment are present. Appropriately uses relevant information from additional sources	Includes appropriate information; describes the information accurately. All necessary components of assignment are present.	Includes most of the appropriate information; and describes the information accurately. OR includes all of the information, but there are some inaccuracies in description. One of the assignment components is missing.	Does not include appropriate information and/or makes multiple, serious factual mistakes.
Content: depth and thoughtfulness	Shows understanding of topics by thoughtful, insightful analysis, appropriate examples or elaborations. Demonstrates high level of original thinking and creativity. Considers multiple perspectives and provides original insight or synthesis.	Shows understanding of topics-uses appropriate examples or elaborations. Demonstrates original thinking.	Analysis, explanations, or assessments are present, yet superficial or borrowed intact from others; few unique insights and few implications. There are minor misunderstandings of topics.	Analysis or assessments are lacking; somewhat careless; demonstrates incomplete or faulty understanding of topics.
Organization and structure	Structure is exceptionally clear and easy to follow; thoughts are very well organized.	Structure is clear and easy to follow.	Structure is somewhat clear. Some points need more work.	Structure is difficult to follow and may distract from the message. Organization of thoughts needs clarity.
Format, grammar, punctuation and spelling	Paper format follows assignment guidelines. Rules of grammar and punctuation are followed; spelling is correct. Language is very clear and precise; sentences display consistently strong, varied structure.	Paper format follows assignment guidelines. Grammar, punctuation and spelling are correct.	Paper format generally follows assignment guidelines. There are some grammatical, punctuation and spelling errors.	Paper format does not follow assignment guidelines. Contains numerous grammatical, punctuation, and spelling errors. Language lacks clarity and/or includes numerous inappropriate or colloquial expressions.

A special thanks to Dr. Ludmilla Praslova who designed this Rubric

PROJECT: Creating a Developmentally Appropriate Game: (WEEK 5) This is a group project. Students will develop a game for a particular age group as chosen by the student. Students will present their game to the class, justifying its relevance to and appropriateness for the applicable age group using developmental milestones, research and theory. Students must use at least **three sources** besides the text for this project. The sources should be current and should be technical or professional. **(200 points)**

Rubric for Grading the Game Project

<p>EXPERT</p>	<p>GAME: Game has a clearly defined purpose and target population. Game rules are clear, thorough and logical. The rules are written in developmentally appropriate language and match the cognitive complexity of the age group for which it was designed. Game materials engage the chosen age group and demonstrate creativity and professionalism. The game rules, materials, and play match the chosen age group across all developmental domains. The game at the expert level could be used or marketed with little changes. JUSTIFICATION: The students describe all the developmental domains relevant to their game. Students use current research and theory to back up the content of their justification. Resources are from peer-reviewed journals. Students make specific connections between their game and developmental research and theory. For example students read several of their questions and describe how their specific questions fit the cognitive, social, emotional, moral, etc. capacities of their age group. PRESENTATION: Thorough, professional, flows well. The presenters are prepared, organized and the transition between presenters is seamless.</p>
<p>COMPETENT</p>	<p>GAME: Game has clearly defined purpose and target population. Game rules are clear and logical, but may not match the language skills and cognitive complexity of the chosen age group. Game materials are creative and engage the chosen age group, but are lack the professionalism of the expert. The game rules, materials, and play match the chosen age group across several, but not all domains. The game would need further revisions to be used. JUSTIFICATION: The students describe all the developmental domains relevant to their game. Students use current research and theory. Resources are of lower quality, non peer-reviewed journals than those of the expert. Students have difficulty making specific connections between their game and developmental research and theory. PRESENTATION: Overall the presentation is thorough and flows well, but demonstrates minor problems, for instance, lack of coordination between presenters</p>
<p>DEVELOPING</p>	<p>GAME: Game lacks clearly defined purpose and or target population. Game rules may be unclear and have some difficulties in logic. The game rules are not a consistently good fit for the chosen age group. Game materials are creative, but may not engage the chosen age group and lack professionalism. JUSTIFICATION: Students describe many of the relevant developmental domains. Their research may not be current and the number or quality of sources may be missing. Students make few, if any connections between their game materials and the developmental research and theory. PRESENTATION: There may be major problems with content, flow, or coordination of the</p>

	presentation.	
NOVICE	GAME: Games designed by the novice lack clearly defined purpose and target population. Game rules are unclear and have significant errors in logic and they are not a good fit for the age group. Game materials may still exhibit creativity, but may lack engagement and professionalism. JUSTIFICATION: Significant elements are missing such as describing relevant developmental domains. Quality and quantity of sources does not meet the standard and the students do not make connections between their game and developmental research and theory. PRESENTATION: Significant difficulties across multiple areas.	
GAME DESIGN and RULES	80	
THEORETICAL AND RESEARCH JUSTIFICATION	80	
PRESENTATION	35	
REFERENCES	5	

EXAM: (WEEK 5) The multiple choice exam is comprehensive. **(200 Points)**

Attendance and Participation: Attendance is essential to the successful completion of this class. Unavoidable absences must be cleared with the instructor and all assignments must be turned in on time. Participation is essential and students are expected to come to class with a working knowledge of each night’s lecture topic. **SPS Policy states that any student missing more than one night of a course will receive an F unless the student drops the course. The student who misses more than 5 hours must retake the course. (200 Points)**

LATE WORK POLICY: According to SPS Policy, *late work is not accepted.* If, due to extraordinary circumstances, a professor agrees to accept an assignment after the due date, it is subject to late points as determined by the professor.

COURSE POLICIES

DISABILITY SERVICES

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at disabilityservices@vanguard.edu. For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at disabilityservices@vanguard.edu.

DIVERSITY STATEMENT

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

ATTENDANCE POLICY

Because this course meets only five times, it is important that students not miss class unless it is unavoidable. To receive the full participation points students must arrive on time to class with a working knowledge of each session's assignments and they must actively engage in class discussions. Students who miss more than five class hours in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's absence, beyond the 5 hours, was under extremely unavoidable and unusual circumstances (i.e. hospitalization, death in the family, major auto accident), the professor may file an academic petition on behalf of the student to the Program Chair. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will be required to re-take the course. Students who miss the first two class sessions, or the first five hours of a course, will automatically be dropped and be required to retake the course.

ASSIGNMENTS DUE BY WEEK

Week 1: *Textbook* Chapters 1-4
 Siegel Chapters 1-4

Week 2: *Textbook* Chapters 5, 6, 8, 9

PAPER 1 DUE

Week 3: *Textbook* Chapters 7, 11, 12
 Siegel Chapters 5 and 6

PAPER 2 DUE

Week 4: *Textbook* Chapters 14 and 15
 Siegel Chapters 7, 8 and 9

PAPER 3 DUE

Week 5: **Game Project and Presentation**

EXAM

LOGISTICS CHART

Rather than locking instructors into a specific hour by hour format, this logistics chart shows the topics that will be covered by week. Instructors can choose which topics may have greater emphasis and they may choose to show videos or include exercises to enhance the learning experience.

Week 1	Week 2	Week 3	Week 4	Week 5
Introduction	Cognitive Development	Attachment	Social	Wrap Up
Foundations of Development		Emotional Development	Gender Development	EXAM
Genetics, Prenatal			Adolescent Special Issues	PRESENT
Physical Development			Discuss Siegel	
Game Project	Game Project	Game Project	Game Project	

WEEK ONE

WEEK ONE

ASSIGNMENTS DUE: *Textbook* Chapters 1-4
 Siegel Chapters 1-4

DUE BY NEXT WEEK: *Textbook* Chapters 5, 6, 8, 9

Assignments: PAPER 1

WEEK TWO

WEEK TWO

ASSIGNMENTS DUE:	<i>Textbook</i>	Chapters 5, 6, 8, 9
	<i>Assignments:</i>	PAPER 1
DUE BY NEXT WEEK:	<i>Textbook</i>	Chapters 7, 11, 12
		Siegel 5-6
	<i>Assignments:</i>	PAPER 2

WEEK THREE

WEEK THREE

ASSIGNMENTS DUE:	<i>Textbook</i>	Chapters 7, 11, 12 Siegel 5-6
	<i>Assignments:</i>	Paper 2
DUE BY NEXT WEEK:	<i>Textbook</i>	Chapters 14, 15 Siegel 7-9
	<i>Assignment:</i>	Paper 3 (Attachment Paper)

WEEK FOUR

WEEK FIVE

