

# Childhood & Adolescence

Fall 2022

SCC 147

A: MWF 8:00-9:10

PSY 244

B: MWF 9:20-10:30

Dr. Rachel N. Thomas, PhD (she/they)

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SCC 155

812.866.7318

Student Office Hours: WF 2:45-4:00 & by appointment

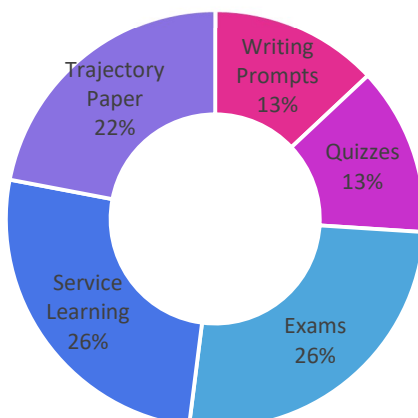
How do children learn to speak? When does puberty actually begin? Why do 11-year-olds understand jokes better than 6-year-olds? Why do young children often desire closeness with their caregivers, while adolescents might want to avoid parents/caregivers altogether?

These questions point to the bigger questions asked by developmental science: How do babies turn into children who turn into teenagers? More specifically, what influences or processes guide the changes that occur from infancy through adolescence? This course is designed to help you understand the basis of these questions

as well as build answers to them. We will focus on understanding the ways in which personal factors (e.g., genes, temperament, ability, identity, etc.) and various socialization agents (e.g., caregivers, teachers, siblings, and peers) contribute to development. We will also discuss the parenting, public policy, and educational implications of findings from developmental research. You will have opportunities for engaging, hands-on learning and authentic application of the course content. With your commitment to active learning, you should be able to successfully complete the goals listed in the box above by the end of the course.

- Describe patterns of physical, cognitive, and socioemotional changes that influence human behavior across development, through adolescence.
- Recognize the diversity of human development and explain such diversity through a strengths-based approach, as opposed to a deficit-based approach.
- Explain and critically evaluate major theories, developmental principles, and core concepts in child and adolescent development.
- Critically evaluate personal conceptions and beliefs about child and adolescent development.
- Analyze, evaluate, and apply developmental research and theory to personal and interpersonal experiences in authentic settings.

## Course Requirements



## Course Materials



Paris, J., Ricardo, A., & Rymond, D. (2019). [eTextbook] Understanding the Whole Child: Prenatal Development through Adolescence. OER Commons. Accessible for FREE [here](#).



Moodle

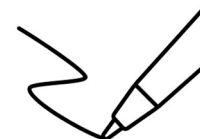
<https://moodle.hanover.edu/>



You will need regular access to an internet-accessible device that supports Moodle & Microsoft Office.

## Writing Prompts

Want to enhance your communication skills while simultaneously practicing rehearsal of important content you must know to pass this course? You've got it! Your task is to provide written (or sometimes drawn/creative) responses to weekly learning objectives provided on Moodle by Monday of each week. *This means you'll need to read the content required before you come to class on Monday.* Not sure how to answer one of the prompts? That's okay – give it your best shot, because you are required to revise your responses—likely based on our in-class activities and discussions—and resubmit them on Friday each week. Why revise if you've already written them once? For one, revision makes good writing. Additionally, revisiting the material (spaced practice) is an effective way to prepare for assessments. Perhaps your most motivating factor for revision, however, is that you are allowed to use your writing prompt responses on weekly quizzes.



130 points

## Quizzes

Although you might not enjoy weekly quizzes, they provide a means of spaced practice and active recall, creating great opportunities for longer-term learning (and accountability for reading and responding to the learning objective writing prompts). Each week, usually on Friday, you will complete a short in-class quiz to assess your learning.



130 points

## Exams

Want a way to determine how well you're learning about human development longer-term, at various points across the semester? Maybe not, but you've got it! You will complete 4 exams across this semester. Although exams will typically cover only information represented in the content covered the 3-4 weeks prior to the exam, they may occasionally include items reflecting key course concepts or learning objectives from other previously covered "units" in the course. Exam formats may vary, and you can expect multiple choice, matching, short answer, and mini-essay items on each.



260 points

## Service-Learning Project

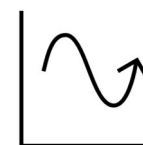
Authentic experiences can influence deep, long-lasting learning. Service learning provides an opportunity for authentic learning while also fulfilling a need in the local community. Early childhood care providers and teaching assistants are needed across the United States, including in Hanover, Madison, and surrounding areas. Your task is to help fulfill that need with at least 4 hours of service at a local daycare or elementary school, then write a paper comprised of reflection, connection to developmental theory, and application to future work/learning. Two class sessions will be reserved for service learning.



260 points

## Developmental Trajectory Paper

What specific development occurring through childhood and adolescence interests you? You will have the opportunity to take a deep dive into a specific developmental outcome with a group of peers. Together, you'll write a research paper using at least 4 scholarly resources (including your textbook), to explain how the outcome develops across the different developmental periods. This paper will be guided by specific questions that are available in course documents on the course website.



220 points

Please see other course documents and the course website for full details on course requirements.

# Course Policies

All assignments must be turned in on time. No late work will be accepted without prior approval. If an emergency or extenuating circumstance arises, including unforeseen illness, please contact me as soon as possible. Extensions may result in grade penalties for lateness.

## Make-Up & Late Work

Your regular participation, engagement, and timeliness are important to your academic success. Each student is expected to engage and participate in each class session. If you feel you cannot make it to class in person, please contact Dr. Thomas and make arrangements for alternate participation/engagement. Attendance will be taken at each class session. Multiple unexcused absences may result in grade reduction.

## Attendance & Engagement

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity. Violations of academic integrity have a broad impact on the College and will result in College review and action.

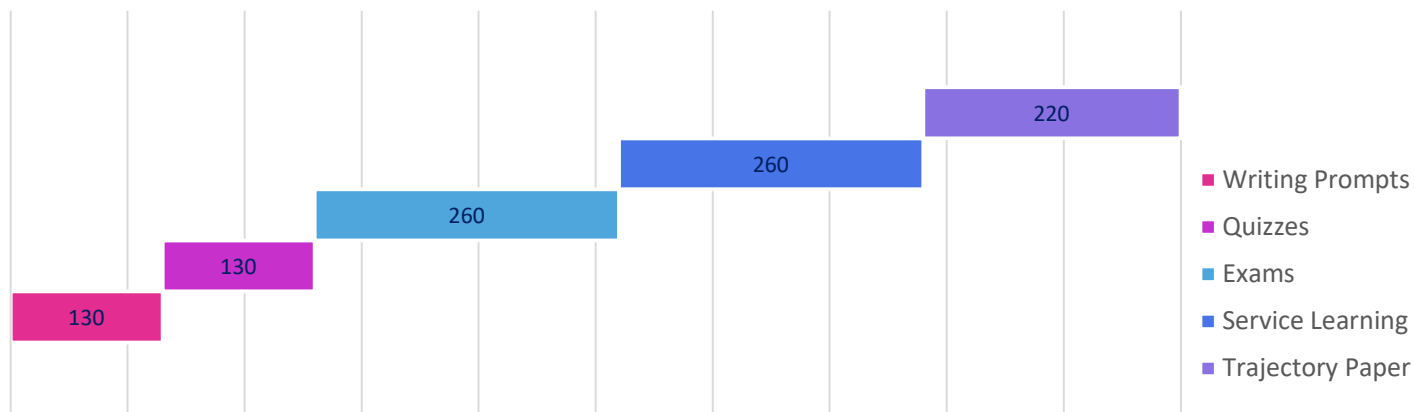
Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. Cheating and plagiarism are the most common forms of academic misconduct. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

Other College-related policies can be found on the course website.

## Academic Integrity

Teaching and learning are organic and dynamic, so sometimes changes are necessary. We will always adhere to the policies of the College and engage in practices aimed at equity and inclusion for all students. This syllabus is not meant to provide a *comprehensive* description of course policies, content, or schedule.

# Grading



Course communications will occur via Hanover email, Moodle announcements, and/or Microsoft Teams. Students are expected to log in to Moodle and check their Hanover email/Microsoft Teams regularly. To contact Dr. Thomas, please send an email to [thomasra@hanover.edu](mailto:thomasra@hanover.edu). (Check out tips for professional email communication below!) Dr. Thomas typically responds to messages within 24 hours, excluding weekends and holidays.

## *Professional Email 101*

<p><b>Subject:</b> PSY 220 autobiography assignment</p> <p>Hi Dr. Smith,</p> <p>I have looked through the syllabus and Moodle and have a question about how to report a chi-square. Would this be reported in-text or in a table?</p> <p>Thank you, Emily</p>	<p>← Always include a subject in your email. <b><u>Identify the course (e.g., PSY 220) in the subject line.</u></b></p> <p>← Always include a salutation in your email. Always address your professor by using their professional title (e.g., Dr. Smith or Professor Smith). You should not address a professor by their first name unless they have told you that they prefer to be addressed this way. <b>Similarly, the following titles are inappropriate to use when addressing your professor: Mr./Ms. (unless explicitly stated as preferred), Mrs., Miss, and “hey”.</b></p> <p>← Be sure to read the syllabus and course documents carefully before emailing your professor. You might find the answer to your question in the syllabus.</p> <p>← Keep your email concise. Do not use all-caps, multiple exclamation points (including “?!?!”), or text-speak (e.g., omg, duh, lol).</p> <p>← Always include a closing in your email. Examples of professional closings include the following: <i>thank you, best, best wishes, respectfully, and sincerely.</i></p> <p>← Always send emails from your Hanover email account.</p> <p>← Allow up to 24 hours for a response, and 48 hours over the weekend.</p>
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# Communication

# Campus Resources

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and *before it becomes unmanageable*. Please also know that there are a number of other support services on campus that stand ready to assist you; e.g., [Gladish Center for Teaching and Learning](#), Accessibility Services, Counseling Services, Health Services (x-6102), Chaplain, [Levett Career Center](#), Campus Safety. Resources and scheduling/contact information are available by logging in to [MyHanover](#).

Hanover College is committed to creating an inclusive, accessible learning environment for all students. If you anticipate or experience any physical or academic barriers to learning in this class related to a documented disability, contact the instructor and [Accessibility Services](#) office located in the Gladish Center for Teaching and Learning in the Duggan Library, by emailing [seaver@hanover.edu](mailto:seaver@hanover.edu) or phone 812-866-6836 to schedule an appointment.

## Health Services

Christy-Ownbey, CPNP-PC, Director of Health Services  
866-7082 or [ownbey@hanover.edu](mailto:ownbey@hanover.edu)

## Counseling Services

Catherine LeSaux, LCSW, Director of Counseling Services  
866-7399 or [lesaux@hanover.edu](mailto:lesaux@hanover.edu)  
Sara Crafton, LMHC, Staff Counselor  
866-7074 or [crafton@hanover.edu](mailto:crafton@hanover.edu)

## Chaplain's Office

Reverend Catherine Y. E. Knott, Th. M.  
866-7087 or [knott@hanover.edu](mailto:knott@hanover.edu)

## Gladish Center for Teaching and Learning

Katy Lowe Schneider, Director & Associate Dean for Student Success  
866-7215 or [lowe@hanover.edu](mailto:lowe@hanover.edu)

## Levett Career Center

Margaret Krantz, Senior Director of Career & Professional Development  
866-7126 or [krantz@hanover.edu](mailto:krantz@hanover.edu)

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Gladish Center for Teaching and Learning at 812-866-6840. For other discrimination complaints, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740 or the Deputy Title IX Coordinator at 812-866-7097.



A final note from Dr. Thomas...

The field of developmental science is broad and full of multidimensional perspectives. It lends itself to interdisciplinary scholarship and practice, but in order to obtain a comprehensive grasp on human development, you must approach it with an understanding that a multiplicity of voices and views comprise it. You will learn the most and best synthesize your learning when you approach it expecting *new* and *varied* information.

In this course, new and varied information may include discussion of sensitive topics such as mental illness, child/elder abuse, sexual violence, eating disorders, oppression of minoritized identities, suicide, and more. If you discover that this subject matter introduces emotional distress, please contact Hanover College Counseling Services for further support.

<https://www.hanover.edu/studentlife/services/counseling/>

Not only in discussions of sensitive topics, but in every class session, you are expected to interact professionally. To effectively interact with others in a professional capacity requires an awareness of self and others; this course offers opportunities for you to gain greater insight into your own personal and professional experiences as well as the experiences of others. Class activities, interactive lectures, and discussions are intended to provide a space for you to reflect, share, and develop deeper understanding of human experience through the lens of developmental psychology. Consequently, it is very important that you remain open to differing views, actively participate in class sessions, and demonstrate respect for the diverse experiences of others.

As your professor I commit to honoring diverse human experience in our course, and that includes your lived experiences. I value the perspectives of individuals from all backgrounds, including reflecting the diversity of our students. I broadly define diversity to include race, gender identity and expression, national origin, ethnicity, religion, social class, age, sexual orientation, political background, body shape and size, and physical and learning ability. I strive to make our class sessions and meeting space a safe place for you and your classmates, and I hope you do as well. If you notice ways that I can improve, please let me know.

Here's to a fantastic semester! If you've read through all of this, thank you, and congratulations, you've just earned an opportunity for extra credit. Email me the code words "funky syllabus information overload," using the tips for professional emails herein for 5 extra credit points. I'm excited to have you in class this semester! My office is a safe space.

Sincerely,

A handwritten signature in black ink that reads "Dr. Thomas". The script is cursive and fluid, with the first letters of "Dr." and "Thomas" being capitalized and prominent.

Dr. Thomas

# Course Schedule

Week	Day	Date	Topic	Reading	Assignment/Assessment
1: Introduction to Child Development – The Big Issues	M	8/29	Course Overview	Paris et al., Ch. 1	
	W	8/31	Themes & Theories		Week 1 Writing Prompts
	F	9/2	Developmental <i>Science</i>		Quiz 1 Week 1 Writing Prompt Revisions
2: Beginnings: Conception, Heredity, & Prenatal Development	M	9/5	Labor Day – No Classes		
	W	9/7	Genes – a Personal Factor	Paris et al., Ch. 2	Week 2 Writing Prompts
	F	9/9	Prenatal Development		Quiz 2 Week 2 Writing Prompt Revisions Trajectory: Group Selection & HR Plan
3: Birth, Infancy, & Toddlerhood – Physical Development	M	9/12	Birth & the Newborn	Paris et al., Ch. 3 & Ch. 4	Week 3 Writing Prompts
	W	9/14	Infant Brain Development		
	F	9/16	Early Motor Development		Quiz 3 Week 3 Writing Prompt Revisions
4: Infancy & Toddlerhood – Cognitive Development	M	9/19	Piaget’s Cognitive Developmental Theory	Paris et al., Ch. 5	Week 4 Writing Prompts
	W	9/21	Service & Asynchronous Day: Early Language Development		Watch Video Lecture on Early Language Development
	F	9/23	Information Processing Perspective & Memory		Quiz 4 Week 4 Writing Prompt Revisions Trajectory: Topic Submission
5: Infancy & Toddlerhood – Social and Emotional Development	M	9/26	Temperament & Socialization	Paris et al., Ch. 6	Week 5 Writing Prompts
	W	9/28	Expressing & Understanding Self from Home Base		
	F	9/30	Exam 1		Quiz 5 Week 5 Writing Prompt Revisions EXAM 1
6: Early Childhood – Physical Development	M	10/3	Fall Break – No Classes		
	W	10/5	Body Growth & Motor Skills	Paris et al., Ch. 7	Week 6 Writing Prompts
	F	10/7	“Private” Life, Cooties, & Safety		Quiz 6 Week 6 Writing Prompt Revisions Trajectory: References
7: Early Childhood – Cognitive Development	M	10/10	Piaget & Vygotsky on Early Childhood	Paris et al., Ch. 8	Week 7 Writing Prompts
	W	10/12	Executive Functions & Theory of Mind		
	F	10/14	Language Development; Autism		Quiz 7 Week 7 Writing Prompt Revisions
8: Early Childhood – Social and Emotional Development	M	10/17	Understanding Self & Peers	Paris et al., Ch. 9	Week 8 Writing Prompts
	W	10/19	Parenting; Stress		Trajectory: Outline
	F	10/21	Exam 2		Quiz 8 Week 8 Writing Prompt Revisions Exam 2
9: Middle Childhood – Physical Development	M	10/24	Body Growth	Paris et al., Ch. 10	Week 9 Writing Prompts
	W	10/26	Motor Skills; Physical Health		
	F	10/28	[Childhood] Obesity		Quiz 9 Week 9 Writing Prompt Revisions

10: Middle Childhood – Cognitive Development	M	10/31	Piaget; Information Processing Perspective	Paris et al., Ch. 11	Week 10 Writing Prompts
	W	11/2	Service & Asynchronous Day: Intelligence		Watch Video Lecture on Intelligence
	F	11/4	Learning Differences & Inclusion		Quiz 10 Week 10 Writing Prompt Revisions Trajectory: Rough Draft
11: Middle Childhood – Social and Emotional Development	M	11/7	Moral Development; Families	Paris et al., Ch. 12	Week 11 Writing Prompts
	W	11/9	Self & Peers		
	F	11/11	Exam 3		Quiz 11 Week 11 Writing Prompt Revisions Exam 3
12: Adolescence – Physical Development	M	11/14	Brain & Body Changes	Paris et al., Ch. 13	Week 12 Writing Prompts
	W	11/16	Reactions to Change: Physical & Mental Health		
	F	11/18	Adolescent Sexuality		Quiz 12 Week 12 Writing Prompt Revisions Service Learning Paper
13: Adolescence – Cognitive Development	M	11/21	Formal Operational Thought	Paris et al., Ch. 14	Week 13 Writing Prompts
	W	11/23	Thanksgiving Break – No Classes		
	F	11/25	Thanksgiving Break – No Classes		
14: Adolescence – Social and Emotional Development	M	11/28	Others & Self	Paris et al., Ch. 15	Week 14 Writing Prompts
	W	11/30	Gender		
	F	12/2	LGBTQ+ Identity		Quiz 13 Week 14 Writing Prompt Revisions Trajectory: Final Paper
15: Finals Week	12/5-12/9		Exam 4 – date TBD; see Moodle		

\*This schedule may be modified as deemed necessary by the instructor.