

# Childhood & Adolescence

Winter 2023 SCC 147

MWF 8:00-9:10

PSY 244

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

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SCC 155

812.866.7318

Student Office Hours: T 10:00-12:00 & by appointment

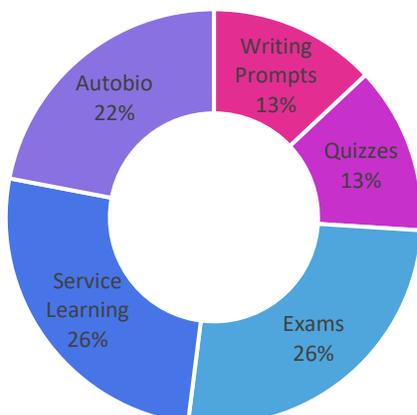
How do children learn to speak? When does puberty actually begin? Why do 11-year-olds understand jokes better than 6-year-olds? Why do young children often desire closeness with their caregivers, while adolescents might want to avoid parents/caregivers altogether?

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

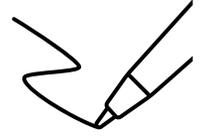
<https://moodle.hanover.edu/>



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 Wednesday of each week. *This means you'll need to read the content required before you come to class on Wednesday.* Not sure how to answer one of the prompts? That's okay – give it your best shot, since responses are graded on completion. Then, ask questions in class to revise your responses. 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

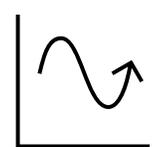
Authentic experiences can influence deep, long-lasting learning. Service learning provides an opportunity for authentic learning while also fulfilling a need in the local community. Early childhood care providers and teaching assistants are needed across the United States, including in Hanover, Madison, 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 Autobiography

You've always wanted to understand yourself through the lens of developmental science, I know, so now you get the chance! For this assignment, you get to connect your personal story to developmental science theory and content in a written, autobiography format. You will also examine the variability and stability of development in your story through the person-by-context interaction perspective – but more on that to come in class!



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 Scale

A	930+ points	C	730 – 769 points
A-	900 – 929 points	C-	700 – 729 points
B+	870 – 899 points	D+	670 – 699 points
B	830 – 869 points	D	630 – 669 points
B-	800 – 829 points	D-	600 – 629 points
C+	770 – 799 points	F	<600 points

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><u>Subject:</u> 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>Identify the course (e.g., PSY 220) in the subject line.</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 [krantzm@hanover.edu](mailto:krantzm@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 "syllabus day info 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 signature is written in a cursive, flowing style.

Dr. Thomas

# Course Schedule

Week	Day	Date	Topic	Reading	Assignment/Assessment
1: Introduction to Child Development – The Big Issues	M	1/9	Course Overview, Themes	Paris et al., Ch. 1	
	W	1/11	Developmental Theories		Week 1 Writing Prompts
	F	1/13	Developmental <i>Science</i>		Quiz 1
2: Beginnings: Conception, Heredity, & Prenatal Development	M	1/16	<i>Martin Luther King, Jr. Day Celebration – No Classes</i>		
	W	1/18	Genes – a Personal Factor	Paris et al., Ch. 2	Week 2 Writing Prompts
	F	1/20	Prenatal Development		Quiz 2
3: Birth, Infancy, & Toddlerhood – Physical Development	M	1/23	Birth & the Newborn	Paris et al., Ch. 3 & Ch. 4	
	W	1/25	Infant Brain Development		Week 3 Writing Prompts
	F	1/27	Early Motor Development		Quiz 3
4: Infancy & Toddlerhood – Cognitive Development	M	1/30	Piaget’s Cognitive Developmental Theory	Paris et al., Ch. 5	
	W	2/1	Service & <b>Asynchronous</b> Day: Early Language Development		Watch Video Lecture on Early Language Development Week 4 Writing Prompts
	F	2/3	Information Processing Perspective & Memory		Quiz 4
5: Infancy & Toddlerhood – Social and Emotional Development	M	2/6	Temperament & Socialization	Paris et al., Ch. 6	
	W	2/8	Expressing & Understanding Self from Home Base		Week 5 Writing Prompts
	F	2/10	<b>Exam 1</b>		Quiz 5 <b>EXAM 1</b>
6: Early Childhood – Physical Development	M	2/13	Body Growth & Motor Skills	Paris et al., Ch. 7	
	W	2/15	“Private” Life, Cooties, & Safety		Week 6 Writing Prompts
	F	2/17	Developmental Autobiography Workshop Day		Quiz 6 <b>Developmental Autobiography—Half Point</b>
7: Early Childhood – Cognitive Development	M	2/20	Piaget & Vygotsky on Early Childhood	Paris et al., Ch. 8	
	W	2/22	Executive Functions & Theory of Mind		Week 7 Writing Prompts
	F	2/24	Language Development; Autism		Quiz 7

<b>8: Winter Break</b>	<i>WINTER BREAK – NO CLASSES</i>				
<b>9: Early Childhood – Social and Emotional Development</b>	M	3/6	Understanding Self & Peers	Paris et al., Ch. 9	Week 9 Writing Prompts Quiz 8
	W	3/8	Parenting; Stress		
	F	3/10	<b>Exam 2</b>		
<b>10: Middle Childhood – Physical &amp; Cognitive Development</b>	M	3/13	Body Growth	Paris et al., Ch. 10	Week 10 Writing Prompts
	W	3/15	Motor Skills & Physical Health		
	F	3/17	[Childhood] Obesity		
<b>11: Middle Childhood – Cognitive Development</b>	M	3/20	Piaget; Information Processing Perspective	Paris et al., Ch. 11	Watch Video Lecture on Intelligence Week 11 Writing Prompts Quiz 10
	W	3/22	Service & <b>Asynchronous Day: Intelligence</b>		
	F	3/24	Learning Differences & Inclusion		
<b>12: Middle Childhood – Social and Emotional Development</b>	M	3/27	Moral Development; Families	Paris et al., Ch. 12	Week 12 Writing Prompts Quiz 11 <b>Exam 3</b>
	W	3/29	Self & Peers		
	F	3/31	<b>Exam 3</b>		
<b>13: Adolescence – Physical &amp; Cognitive Development</b>	M	4/3	Brain & Body Changes; Reactions to Change	Paris et al., Ch. 13 - 14	Week 13 Writing Prompts Quiz 12 <b>Service-Learning Paper</b>
	W	4/5	Adolescent Sexuality		
	F	4/7	Formal Operational Thought		
<b>14: Adolescence – Cognitive Development</b>	M	4/10	Adolescent Cognition	Paris et al., Ch. 14 - 15	Week 14 Writing Prompts Quiz 13 <b>Developmental Autobiography – Final Paper</b>
	W	4/12	Others & Self		
	F	4/14	Gender & LGBTQ+ Identity		

<b>15: Finals Week</b>	<b>4/17 – 4/21</b>	<b>Exam 4 – date TBD; see Moodle</b>
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\*This schedule may be modified as deemed necessary by the instructor.