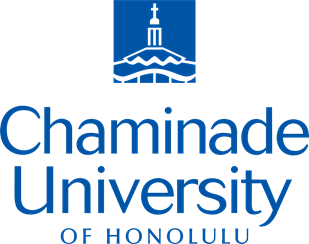
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**COURSE SYLLABUS – PSY 202 Child Development**

**Online & Military spring 2020-2021**

**Instructor: Deneen Wong Location: ONLINE**

**Phone: (808)739-7450 Email:** [**deneen.wong@chaminade.edu**](mailto:deneen.wong@chaminade.edu)

**Office Hours: W&F, 10:00AM – 12:00NOON, and by appointment, please call or email, Behavioral Sciences #117**

**Text**: Berk, L. E. (2019). *Exploring child and adolescent development* (1st ed.)*.*

Boston, MA: Pearson.

**Catalog Course Description**

Psychological implications of human growth and behavior from infancy to adolescence, stressing affective and cognitive development.

**Program Linking Statement**

This course develops and assesses the skills and competencies for the program student learning outcomes of Life Span Development. In addition, this course also assesses the program student learning outcomes of 1) Scientific Methods and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

**Student Learning Outcomes**:

Upon completion of this course, students will be able to:

1. understand the historical and cultural roles that children have played.   
2. apply a variety of theoretical approaches to the study of children.   
3. discuss developmental aspects of growth including physical, cognitive, cultural,

social, emotional, language, and moral development.   
4. discuss conditions necessary for optimal child development.   
5. express well-informed views including ethical concerns on topical issues such as

resiliency, effects of television, early intervention, parenting styles, child abuse.   
6. locate current information and research related to child development.   
7. apply the scientific method to the study of child development.

**COURSE REQUIREMENTS** **POINTS** **GRADING**

5 Quizzes (20 pts each) 100 (~31%) 287 - 320 A

6 Discussion Topics (20 points each) 120 (~38%) 255 - 286 B

Child Observation Paper (Movie option) 100 (~31%) 223 - 254 C

Personal Introduction (mandatory to pass) 0 191 - 222 D

320 (100%)

**COURSE REQUIREMENT DESCRIPTIONS**

1. **QUIZZES (20 points each), DUE SATURDAYS:** There are five (5) quizzes and you will have 60 minutes to complete each quiz. You will have ***one*** attempt for each quiz. Quizzes will be available for about two weeks from Monday at 12AM, through Saturday, 11:59PM **(*Hawaii Standard Time*)**. As these are timed quizzes, make sure you are prepared to start each quiz. Once the time is up, or you manually submit your quiz, you will **NOT** be able to edit or change any answers. No exceptions. ***This is an online course and you are responsible for logging in and being mindful of due dates. You are also responsible for ensuring reliable internet connection.***

2. **DISCUSSIONS (15 points for your initial response to the prompt: DUE THURSDAYS, and 5 points for your reply to a peer: DUE SATURDAYS)**

*\*****Two points per calendar day may be deducted for late discussion posts***

There are six discussion topics. The subject matter will be related to the textbook chapters and any additional articles or videos I may post in FILES in Canvas. You must post your response to the prompt before you can view other posts. **Please reflect on and display what you are learning from the readings. You *must* include concepts, theories, and ideas from the textbook in addressing the discussion prompt. Please read the prompt thoroughly and address all required content.** You must respond in a meaningful and substantive way to at least ONE classmate. Respond by using critical thinking skills. Do not just agree with a post. You must elaborate on your peer’s thoughts. State why you agree by referencing concepts from our textbook or consider why you might disagree. Apply the material from all resources, including your own observed personal experiences as they relate to the topic. This is a significant part of the learning experience as we are all learners and teachers in this classroom, and in life. Everyone’s input is valuable and facilitates learning. ***I expect everyone to be responsible and accountable for all content posted to our online community. Please maintain ethical standards expected in a collaborative collegial environment. Please show respect for all.***

3. **CHILD OBSERVATION PAPER (100 points), DUE SATURDAY, WEEK 9**

You will select a standard-length movie that features a child between the ages of 2-16 years of age as the protagonist (main character). You will be collecting data from the observations made on this child’s development in the physical, cognitive, and social/emotional domains and complete a four-page write-up. Details will be available in Canvas Files. You will submit your paper to a designated dropbox in Canvas. A draft can be submitted at the end of Week 7 for review. There are no points for a draft submission, however, students who submit a draft for feedback consistently score higher on their final draft.

4. **PERSONAL INTRODUCTION, DUE SATURDAY, after WEEK 1**

Your personal introduction is due at the end of Week 1. There are no points, but completion is ***mandatory***to pass the course. Details will be in CANVAS when you open the assignment.

\****Our syllabus and course schedule is tentative and may be adjusted according to class needs.***

**Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor’s campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

**Disabilities**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

**Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

**Plagiarism:**

Any source that you use must be cited. Plagiarism will not be tolerated and may result in a failing grade.

**Title IX**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly.  As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

• Chaminade Counseling Center (808)735-4845

**SCIENTIFIC METHODS DEFINITIONS**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers’ hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**MARIANIST EDUCATIONAL VALUES**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

**1. Educate for Formation in Faith**

As higher educational institutions, Marianist universities have kept along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.

**2. Provide an Integral, Quality Education**

The foundations of excellence in education in the Marianist universities flow from our emphasis on the dialogue between faith and reason in the service of the common good. It is quality education because of faculty, staff, administration and students collaborate in attaining knowledge of the human condition within the larger community of all creation, applying both faith and reason in their quest for human meaning. It is integral or comprehensive because we seek to “humanize” this path of knowledge in such a way that it affirms the full dignity of each member of our learning community in curricular and extra-curricular experiences in the arts and professions. An integral, quality education in the Marianist University calls each member of the community to attentive presence, to participation in genuine community, and to competent and loving service.

**3. Educate in Family Spirit**

Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person and invites everyone in the university into the challenge of building community within and beyond our campus. Communal support for scholarship; friendship among faculty, staff, administration and students; active participation; and genuine presence (in the community) embodies the uniqueness of a Marianist educational experience.

**4. Educate for Service, Justice and Peace, and Integrity of Creation**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. Marianist universities extend a special concern for those who are poor and marginalized, and promote the dignity, rights and responsibilities of all peoples.

**5. Educate for Adaptation and Change**

In the midst of rapid social and technological transformation, Marianist universities adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.

“New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for thatphilosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Please find a full copy of *Characteristics of Marianist Universities* here: [www.marianistuniversities.org](http://www.marianistuniversities.org)

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| **DATE** | **READINGS/ACTIVITY** | **DUE DATES @ 11:59PM HST** |
| Week 1  April 12 | Introduction/Review Syllabus  Ch.1,2,3, video (History, Theory, Research, Genetic and Environmental Foundations, Prenatal & the Newborn) | **SATURDAY, APRIL 17**   * Your Personal Introduction * View “Life’s Greatest Miracle” |
| Week 2  April 19 |  | **THURSDAY, APRIL 22**   * Discussion Response 1   **SATURDAY, APRIL 24**   * Reply to Peer / QUIZ 1 (Ch 1,2,3, video) |
| Week 3  April 26 | Ch. 4,5,6 (The First Two Years) |  |
| Week 4  May 3 |  | **THURSDAY, MAY 6**   * Discussion Response 2   **SATURDAY, MAY 8**   * Reply to Peer / QUIZ 2 (Ch 4,5,6) * MOVIE APPROVAL |
| Week 5  May 10 | Ch. 7,8 (Early Childhood) | **THURSDAY, MAY 13**   * Discussion Response 3   **SATURDAY, MAY 15**   * Reply to Peer |
| Week 6  May 17 |  | **THURSDAY, MAY 20**   * Discussion Response 4   **SATURDAY, MAY 22**   * Reply to Peer / QUIZ 3 (Ch 7,8) |
| Week 7  May 24 | Ch. 9,10 (Middle Childhood) | **SATURDAY, MAY 29**   * DRAFT Child Observation Paper |
| Week 8  May 31 |  | **THURSDAY, JUNE 3**   * Discussion Response 5   **SATURDAY, JUNE 5**   * Reply to Peer / QUIZ 4 (Ch 9,10) |
| Week 9  June 7 | Ch. 11, 12 (Adolescence) | **SATURDAY, JUNE 12**   * FINAL Child Observation Paper |
| Week 10  June 14 |  | **THURSDAY, JUNE 17**   * Discussion Response 6   **SATURDAY, JUNE 19**   * Reply to Peer / QUIZ 5 (Ch 11,12) |

***Our course schedule is tentative and change accordingly to class needs.***