Psychology 2503  
Human Growth & Development  
Fall 2008

Behavioral Sciences Division  
Instructor: J. Craig Waddle, M.S., LPC.  
Office Hours: By Appointment  
Phone: 913-208-6972  
E-mail: cjwaddle@mnu.edu


Purpose: To acquaint students with the development of the child from conception to late childhood. The physical, cognitive, social, and personality development are considered in detail. The family, peers, media and schools are also considered as contexts of development.

Course Objectives: Upon completion of this course students should be able to:

1. Identify the basic principles of psychology and how related research methodology is applied to the field of developmental psychology.

2. Explore the role that anatomical and physiological foundations play in the development of motivation, emotion, perception, learning and cognition.

3. Discuss various levels of cognitive development as it impacts learning, perception, memory and development.

4. Discuss the reciprocal interactions between human behavior and its social context. Constructs such as leadership, conformity, and prejudice will be explored.

5. Be exposed to the role psychology plays in improving the quality of human life in contemporary daily living.

6. Accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

Course Requirements:

Exams are designed to assess the student’s ability to integrate the material presented by the text, instructor, fellow students, and other sources. Exam format could include M/C, T/F, matching, and/or short answer.

Group Project: Every student will participate in a group project that facilitates the exposure of the class to a specific human growth and development topic. The presentation will be 20-25 minutes in length. Following each presentation will be a time
for questions and answers. It is critical that the presentations show evidence of thorough preparation and professionalism (appropriate dress & sensitivity to the subject matter).

**All members of the group** are to be knowledgeable of all aspects of the presentation. A typed outline of the presentation as well as a typed, cumulative bibliography will be given to the instructor **before** the presentation. A record of attendance of all group members will be kept and turned in before the presentation. Creativity may be used in the presentations as long as appropriate sensitivity to content and the focus is a learning opportunity and not strictly entertainment.

**Caution:** Do not just read your presentation to the class. Points will be deducted for verbatim reading.

The presentations will be graded as follows: 75% of the presentation grade on presentation itself. The other 25% of your presentation grade will be assessed by your fellow group members assessment of your participation and assistance. Any specified guidelines not followed will result in point deductions.

**The Presentation Individual Paper:** Prior to the presentation **each student** in the presenting group will turn in a four page, typed, double-spaced paper that covers specifically the material they gathered regarding their topic. The **content of the paper should be three pages in length.** A fourth page citing references should be included. Your paper should also include a title page. **NOTE: Less than 8 references would be considered inadequate.**

These are the **minimum expectations that should be addressed by each group:**
Clear definition and explanation of topic and demographics.
Clear citation of sources regarding information shared in presentation
Clear information regarding potential impact upon development
Professionalism (dress, presentation, knowledge of topic, cooperation)
Summary statement (60-90 seconds of concise summation of presentation)
Pay careful attention to time guidelines.

**Extra Credit:** The student may do nine extra-credit assignments. For each presentation presented in class (except the one they are a part of) the student may write a one-page write up. The write-up must be typed, double-spaced and kept to one page in length. Include:

- Presentation topic
- Main points, data of presentation
- Potential impact of presentation content upon development
- The student’s potential personal use of presentation information (concept application)

Maximum points per paper are four (4) for a potential total of 36 points. The paper is due at the beginning of class the next class period. It will not be accepted late.
Course evaluation:
5 exams @ 100 points each  500  
Group Project paper  50  
Group Project  100  
Final exam  100  
750

Attendance: Starting with the fourth miss the student will lose five points per miss.

Point Breakdown:  
698-750  A  548-577  C  
675-697  A-  525-547  C-  
653-674  B+  503-524  D+  
623-652  B  473-502  D  
600-622  B-  450-472  D-  
578-599  C+  449 & below  F

Note: A student may take an exam early if approved by the instructor. Students are expected to take exams on the assigned dates.

Academic Honesty: See student handbook for all policies regarding academic honesty.

Special Need Students: Any student who is in need of special accommodations should contact the instructor within the first two weeks of the semester.

Group Presentation Dates and Topics:

<table>
<thead>
<tr>
<th>Group Representative</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sep. 17</td>
<td>Physical Abuse</td>
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<td></td>
<td>Sep. 24</td>
<td>Friendship</td>
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<td></td>
<td>Oct. 01</td>
<td>Moral Development</td>
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<td></td>
<td>Oct. 08</td>
<td>Sexual Abuse</td>
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<td></td>
<td>Oct. 15</td>
<td>Self-esteem, Self-concept, &amp; Self-efficacy</td>
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<td></td>
<td>Oct. 22</td>
<td>Children’s View of God</td>
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<td>Oct. 29</td>
<td>Divorce</td>
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<td>Nov. 05</td>
<td>Content Analysis of Children’s Media</td>
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<td></td>
<td>Nov. 12</td>
<td>Neglect and Verbal Abuse</td>
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<td></td>
<td>Dec. 19</td>
<td>Physical Disabilities</td>
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</table>
Intra-Group Member Rating Form:
Please rate each of the other members of your group in the following areas on a scale from 1-5 (1=inadequate, 2=marginal, 3=adequate, 4=very well done, 5=excellent). Feel free to make comments to support your assessment if you like.

Members name: ______________________

1. _____ Knowledge of their own area.
2. _____ Degree to which they contributed to the group project (sources, info., etc.).
3. _____ Degree to which they cooperated.

Moral Development in Children:
What is moral development? Why is it important? What are the major theories of moral development? What influences the healthy/unhealthy development of a child’s morality? Be sure a clear representation of moral development is presented.

Friendship:
One suggestion would be to interview a minimum of 6-10 children in the age range of 5-12 about their understanding of friendship using such questions as: What is a friend? Why is it nice to have friends? How can you tell if someone is a best friend? Specifically compare their responses to various friendship theory and research.

Sexual Abuse:
What is it (legal definition), where does it occur, how often? What are the signs and symptoms, who is affected? What are some of the impacts sexual abuse can have on various aspects of development?

Self-esteem, Self-concept, and Self-efficacy: What are they, why do they matter, what does theory and research say about them? What impacts the growth or the lacking of each in children?

Neglect and Verbal Abuse:
What are the definitions of each of these? When do they tend to occur, where, who does it, who experiences it? How can (does) it affect development? Discuss the impact upon relationships of the abused both as children and as adults.
Divorce and “Blended” Families:
Discuss the causes, when it occurs, how often and what can be the effects on development? Discuss the recommendations given in the literature (professional journals) for both the children of divorce and the parents themselves. What is a blended family and what does research state regarding them.

Content Analysis of Children’s Media:
Observe several variations of children’s entertainment media (video, DVD, Saturday morning cartoons, cable designated for children, standard television, etc.). Note the variations in themes, pro-social versus violent or anti-social acts being depicted. Pro-social acts include generosity, helping, cooperation, and complimenting. Anti-social acts include physical force, threats of harm, and verbal abuse. It would be appropriate to share several clips to help support your findings and/or give examples. Research and comment upon social learning theory such as that of Albert Bandura and others. What are impacts upon development according to research?

Children’s View of God:
Interview children, parents, Sunday school teachers, youth pastors, etc. about the issue of children’s view of God. Investigate books written with or by children that share their ideas about who or what God is? What influences a child’s view of God? How does a child’s view of God coincide with theories of cognitive development? Interview those involved in Sunday School curriculum development, report findings.

Physical Disabilities:
What is the definition of a physical disability? How many people are affected? How can disabilities impact development? How are children with disabilities treated by others? With consent, interview someone with a disability or a parent and explore their perspective on the impact of disabilities.

Physical Abuse:
Legal definition of, other description as per research information. Ramifications upon development, impact upon other members of the family. Theory/research on causation. Treatment recommendations as noted in literature/research. Demographics (who, when, where, frequency, severity…)

### Tentative Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Aug.</td>
<td>25: Ch. 1</td>
<td>27: Group Work</td>
<td>29: Ch. 1</td>
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<tr>
<td></td>
<td>01: No Class</td>
<td>03: Group Work</td>
<td>05: Ch. 1</td>
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<td>08: Ch. 2</td>
<td>10: Ch. 2</td>
<td>12: Ch.2</td>
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<td>15: <strong>Exam 1</strong></td>
<td>17: Pres. #1</td>
<td>19: Video</td>
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<td>22: Video</td>
<td>24: Pres. # 2</td>
<td>26: <strong>Exam-Videos</strong></td>
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<td>Sept.</td>
<td>29: Ch. 5</td>
<td>01: Pres. # 3</td>
<td>03: Ch. 5</td>
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<td>06: Ch. 5</td>
<td>08: Pres. # 4</td>
<td>10: <strong>No Class</strong></td>
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<td>13: Ch: 6</td>
<td>15: Pres. # 5</td>
<td>17: Ch. 6</td>
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<td>20: Ch. 6</td>
<td>22: Pres. # 6</td>
<td>24: Ch. 7</td>
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<td>27: Ch.7</td>
<td>29: Pres. # 7</td>
<td>31: <strong>Exam 3</strong></td>
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<td>Nov.</td>
<td>03: Ch. 8</td>
<td>05: Pres. # 8</td>
<td>07: Ch. 8</td>
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<td>10: Ch. 8</td>
<td>12: Pres. #9</td>
<td>14: Ch. 9</td>
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<td>17: Ch. 9</td>
<td>19: Pres. # 10</td>
<td>21: <strong>Exam 4</strong></td>
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<td></td>
<td>24: Ch. 10</td>
<td>26: <strong>No Class</strong></td>
<td>28: <strong>No Class</strong></td>
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<tr>
<td>Dec.</td>
<td>01: Ch. 10</td>
<td>03: <strong>Exam 5</strong></td>
<td>05: Final Exam</td>
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Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Fall 2008
Dept #: PSYC 2503
Professor: Craig Waddle

Class: Human Growth & Development (Sect. 2)
CRN: 20046

Means of Assessment: Human Growth & Development Unit Exam Ch. 10-11

University Mission Statement:
The University provides a variety of intellectual, social, and religious activities that serve a developmental function in students.

Related Division Mission:
General Education at MidAmerica aims to develop certain knowledge, values, and competencies in students in the following areas:

Course Objectives:
Self Understanding: Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

Intended Educational (Student) Outcome or State Standards:
Self Understanding: Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy

Means of Assessment:
Human Growth & Development Unit Exam Ch. 10-11