
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.
**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 25-30 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.

**Prior** to the presentation beginning the group will provide the professor with:
- a. A one page word processed outline (main points) of presentation content.
- b. A word processed cumulative bibliography representing all sources used for presentation.
- c. Each student’s paper*
- d. A word processed list of meeting dates and attendees throughout the semester

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

These are the **minimum** expectations that should be addressed by each group:
- Clear definition and explanation of topic
- Demographics
- Clear citation of each source used, including both verbal and written
- Clear information regarding potential impact upon development
- Professionalism (dress, presentation, knowledge of topic, cooperation)
- Summary statement (60-90 seconds of concise summary)
- Time frame 25-30 minutes *before* questions by peers

*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, references, should be included. **NOTE:** Less than 8 references would be considered inadequate.

Sample of **peer rating** form:
Please rate each of the other members of your group in the following areas on a scale from 1-5 (1=ineffective, 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.
3. _____ Degree to which they cooperated.
Presentation Point Breakdown

<table>
<thead>
<tr>
<th>Presentation Feature</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Time (25-30 minutes)</td>
<td>5</td>
</tr>
<tr>
<td>Professionalism (dress, topic sensitivity)</td>
<td>5</td>
</tr>
<tr>
<td>Sources (min. 8 per member, word processed cum. bib.)</td>
<td>10</td>
</tr>
<tr>
<td>Attendance record (word processed)</td>
<td>5</td>
</tr>
<tr>
<td>Sources consistently cited in presentation</td>
<td>10</td>
</tr>
<tr>
<td>Clear topic definition/explanation</td>
<td>10</td>
</tr>
<tr>
<td>Clear information on potential developmental impact</td>
<td>10</td>
</tr>
<tr>
<td>Summary information (60-90 seconds)</td>
<td>5</td>
</tr>
<tr>
<td>Overall presentation content (organization, thoroughness, clarity)</td>
<td>20</td>
</tr>
<tr>
<td>Peer rating</td>
<td>20</td>
</tr>
</tbody>
</table>

100 points

**Group Presentation Dates and Topics:**

<table>
<thead>
<tr>
<th>Group Representative</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feb. 4</td>
<td>Physical Abuse</td>
</tr>
<tr>
<td></td>
<td>Feb. 11</td>
<td>Friendship</td>
</tr>
<tr>
<td></td>
<td>Feb. 18</td>
<td>Moral Development</td>
</tr>
<tr>
<td></td>
<td>Feb. 25</td>
<td>Sexual Abuse</td>
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<tr>
<td></td>
<td>Mar. 4</td>
<td>Self-esteem, Self-concept, &amp; Self-efficacy</td>
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<tr>
<td></td>
<td>Mar. 11</td>
<td>Children’s View of God</td>
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<tr>
<td></td>
<td>Mar. 25</td>
<td>Divorce</td>
</tr>
<tr>
<td></td>
<td>Apr. 1</td>
<td>Content Analysis of Children’s Media</td>
</tr>
<tr>
<td></td>
<td>Apr. 8</td>
<td>Neglect and Verbal Abuse</td>
</tr>
<tr>
<td></td>
<td>Apr. 15</td>
<td>Physical Disabilities</td>
</tr>
</tbody>
</table>

Presentation Starting Points…

**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?**

**Friendship:**
What is a friend? What are the advantages to having friends? How can you tell if someone is a best friend? Possibly compare children’s responses to various friendship theory and research. **How does friendship impact development?**

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

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 individuals both as children and as adults.

Divorce and “Blended” Families:
Discuss the reported causes of divorce, when it occurs, and how often. *What are the potential 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 it.

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. *Present information regarding 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 whom 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. Do *not* limit your research to a single denominational or religious viewpoint.

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

Physical Abuse:
Legal definition, description(s) of physical abuse. *How can physical abuse impact development, including other members of the family.* Theory/research on causation. Treatment recommendations as noted in literature/research. Demographics (who, when, where, frequency, severity….)
**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 word processed, 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 information (concept application)

Maximum points per x-c paper is 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
- Total 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.

**Important:** Any student who is in need of special accommodations should contact the instructor within the first two weeks of the semester.
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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>12: Intro</td>
<td>14: Ch. 1</td>
<td>16: Ch. 1</td>
</tr>
<tr>
<td></td>
<td>19: <strong>MLK no class</strong></td>
<td>21: Pres. set-up</td>
<td>23: Ch. 1</td>
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<tr>
<td></td>
<td>26: Ch. 2</td>
<td>28: Pres. work day</td>
<td>30: Ch. 2</td>
</tr>
<tr>
<td>Feb.</td>
<td>2: Ch. 2</td>
<td>4: Pres. 1</td>
<td>6: <strong>Exam 1</strong></td>
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<td>9: 1st ½ of life’s gre. mir.</td>
<td>11: Pres. 2</td>
<td>13: 2nd 1/2 of LGM</td>
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<td>16: <strong>Exam 2</strong></td>
<td>18: Pres. 3</td>
<td>20: Ch. 5</td>
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<tr>
<td></td>
<td>23: Ch. 5</td>
<td>25: Pres. 4</td>
<td>27: Ch. 6</td>
</tr>
<tr>
<td>Mar.</td>
<td>2: Ch. 6</td>
<td>4: Pres. 5</td>
<td>6: Ch. 7</td>
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<tr>
<td></td>
<td>9: Ch. 7</td>
<td>11: Pres. 6</td>
<td>13: <strong>Exam 3</strong></td>
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<td></td>
<td>16: SPRING</td>
<td>18: BREAK</td>
<td>20: 😊😊😊</td>
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<tr>
<td></td>
<td>23: Ch. 8</td>
<td>25: Pres. 7</td>
<td>27: Ch. 8</td>
</tr>
<tr>
<td>Apr.</td>
<td>30: Ch. 9</td>
<td>1: Pres. 8</td>
<td>3: Ch. 9</td>
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<tr>
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<td>6: <strong>Exam 4</strong></td>
<td>8: Pres. 9</td>
<td>10: <strong>EASTER-</strong></td>
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<td></td>
<td>13: BREAK</td>
<td>15: Pres. 10</td>
<td>17: Ch. 10</td>
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<td>20: Ch. 10</td>
<td>22: Ch. 11</td>
<td>24: Ch. 11</td>
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<td>27: <strong>Exam 5</strong></td>
<td>29: <strong>Final Exam 10-11:50</strong></td>
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</tr>
</tbody>
</table>
Alignment of Mission, Objectives, and Outcomes

MidAmerica Nazarene University

Term: Spring 2009
Class: Human Growth & Development (Sect. 1)
CRN: 50046
Dept #: PSYC 2503
Professor: Russ Reglin
Means of Assessment: Unit Exam Ch. 1-2

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:
Unit Exam Ch. 1-2
Alignment of Mission, Objectives, and Outcomes

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Means of Assessment: Group Special Topics Project – Presentation and Paper

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Means of Assessment:
Group Special Topics Project – Presentation and Paper