COURSE NUMBER 6304.DM1
Applied Child & Adolescent Development
Summer I 2020 - Online

Instructor: B. Paige Trubenstein
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Phone: (325) 486-6296
Office: Academic 204G
Virtual Office Hours: Tuesdays via Skype from 9:00 a.m. - 10:00 a.m.
https://zoom.us/j/2720080856?pwd=aEI1MHJQWitxeXhMWU5VWUczWUwxUT09

Course Information

Course Description
The purpose of this course is to provide more an in depth look at cognitive and social development from childhood through adolescence. We will cover major developmental theories, research methods, and review applied research findings related to child and adolescent development. Topics will review physical development but primarily focus on changes in interpersonal relationships and social and emotional development, as well as understand cognitive development through the lens of multiple theories.

Course Credits
Three Credits

Prerequisite Skills
1. Using the Blackboard Learning Management System
2. Using email with attachments
3. Creating and submitting files in commonly used word processing programs (e.g. Word or Google Docs)
4. Creating and submitting files in commonly used presentation processing programs (e.g. PowerPoint or Google Slides)
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
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<tbody>
<tr>
<td>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</td>
<td>• Lectures&lt;br&gt;• Critical Analysis Papers&lt;br&gt;• Discussion Board</td>
</tr>
<tr>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
<td>• Lectures&lt;br&gt;• Critical Analysis Papers&lt;br&gt;• Discussion Board</td>
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<tr>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
<td>• Lectures&lt;br&gt;• Critical Analysis Papers&lt;br&gt;• Discussion Board</td>
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<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>• Lectures&lt;br&gt;• Critical Analysis Papers&lt;br&gt;• Discussion Board</td>
</tr>
<tr>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>• Lectures&lt;br&gt;• Critical Analysis Papers&lt;br&gt;• Discussion Board</td>
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<tr>
<td>Comprehend and apply various research methods to evaluate information critically.</td>
<td>• Critical Analysis Papers&lt;br&gt;• Discussion Board&lt;br&gt;• Final Paper</td>
</tr>
<tr>
<td>Communicate information and ideas effectively.</td>
<td>• Critical Analysis Papers&lt;br&gt;• Discussion Board&lt;br&gt;• Final Paper</td>
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Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials

There are no required text for this course as we will be using articles, but it is necessary to have a developmental/child/adolescent psychology textbook to use for reference.

Technology Requirements

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
Electron adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Blackboard Collaborate

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](Angelo State University's Distance Education Website)

### Grading

**Evaluation and Grades**

**Critical Analysis Papers (30% of grade):**
Critical analysis papers are meant to help you learn to evaluate research and apply psychological theories and research to real world scenarios. Specific instructions may be given for each paper but the general format is as follows.

Each paper should be single spaced, 12 point font, 1-3 pages and contain the following sections:

1. Main Idea – Briefly explain in your own words the main idea of the paper.
2. Theoretical Basis – Briefly identify and explain the theoretical basis for the reading.
3. Evaluation of Evidence – Do you believe there is enough evidence to support the main idea of the paper? Explain why it was or was not convincing and if it was inadequate, what additional evidence do you need to convince you?
4. Application – How can this information benefit you in your future field/career? Make sure to briefly state what your future future/career is and give at least one specific example.
5. Questions – What questions do you have after reading this article? Please come up with at least one question.

**Discussion Boards (30% of grade):**
The discussion board is meant to simulate discussion of the weekly readings and assignments that would normally happen in a traditional classroom setting. The instructor will post one question on the discussion board. Students must respond to the question. Sometimes the questions will relate to activities or video clips. Please make sure you watch the video or complete the activity first. These responses must be posted by 11:59pm (CST) on Thursdays of the associated week. Students must respond to two comments made by other students or the instructors. Responses must be completed by Sunday 11:59pm (CST).

**Final Paper (40% of grade):**
Through this course we have studied the cognitive and socioemotional development of childhood through adolescence. Your final paper will have you draw on what you have learned in this course so far to address a current applied psychology topic. While there is no required length for this paper, all papers should follow APA style and address all points listed below.

Papers should address:
1. What developmental period from childhood through adolescence do you believe will be most impacted by the COVID-19 pandemic. (support your point with evidence from the course and more)

2. What area(s) of development (physical, cognitive, social, emotional, etc.) will be most affected by the COVID-19 pandemic. (support your point with evidence from the course and more)

3. Develop an intervention to offset the negative implications to your chosen area of development that are a result of the COVID-19 pandemic.
   a. Describe the contextual level where this intervention will be implemented (home, school, community, etc.). Why is this the most effective level for the intervention?
   b. Describe how this intervention will offset some of the negative implications of the COVID-19 pandemic that you believe are most impacted. (support your point with evidence from the course and more)
   c. Describe the research methods you would use to evaluate the effectiveness of your intervention.

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<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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<tbody>
<tr>
<td>Critical Analysis Papers</td>
<td>30%</td>
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<tr>
<td>Discussion Board</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- **A** = 90.00-100 points
- **B** = 80.00-89.99 points
- **C** = 70.00-79.99 points
- **D** = 60.00-69.99 points
- **F** = 0-59.99 points (Grades are not rounded up)

**Teaching Strategies**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course)
discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

**Assignment Submission**

All homework assignments MUST be accessed and submitted through the homework assignment links in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at paige.trubenstein@angelo.edu and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

*Lectures and Readings* - Students are responsible for all material presented in lecture or covered in assigned readings. Prior to lecture, students are expected to have read any materials assigned for the week. Lectures are not meant to reiterate all material covered in the textbook but rather will emphasize and elaborate on key issues, and introduce additional new material not covered in the textbook.

*Late or Missed Assignments* - Due dates and times for assignments are posted on the syllabus and on Blackboard. Failure to submit your homework assignments on or before the assigned date will result in a 0 for that homework assignment. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date after consultation and approval for submission with the instructor.

*Communication* - When emailing the instructor, include the class number (Psyc3315) & your full name in the subject line. Keep in mind there are many students in this class, by adding this you will help me clearly identify you. Write in clear coherent sentences in the body of the paragraph. Remember, you are not texting your friend, you are writing to an instructor for help.

[Angelo State University Student Handbook](#)¹
[Angelo State University Catalog](#)²
**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).

The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</table>
| **Week 1 – 06/01-06/06** | Topic: introduction to child and adolescent development  
1. View Introduction Video  
2. Readings  
Sinha, Scarr, and Baumrind articles.  
Report from the National Center for Education Statistics  
3. Review  
Theories, Genetics, Prenatal Development PowerPoints  
4. Watch Additional Video:  
BF Skinner - Operant Conditioning and Free Will |
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<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tr>
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<td><strong>5. Discussion Board #1</strong> – Initial Response Due 11:59pm (6/04), Responses Due 11:59pm (06/07)**</td>
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</tbody>
</table>
| Week 2 – 06/07-06/13 | 1. **View**  
Infant/Toddler Cognitive Development  
Infant/Toddler Social/Emotional Development  

2. **Reading**  
Ainsworth & Bowlby 1991  
Alexander & Wilcox 2013  
Neuman et al. 2014  
Article from healthychildren.org  

3. **Review**  
Infant Cognitive and Infant Social PowerPoints  

4. **Watch Additional Videos**  
Brain Plasticity – The story of Jody  
Piaget – Stage 1 – Sensorimotor, Object Permanence  
Infant Speech Sound Discrimination Video  
An Experiment by Joseph Campos: The Visual Cliff  
The Strange Situation  

5. **Critical Analysis Paper 1** Due (11:59pm on 6/13/20) |
| Web 3 – 06/14-06/20 | Topic: Early Childhood (Preschool) - Cognitive Development  
1. **View**  
Early Childhood Cognitive Development  

2. **Reading**  
Weikart 1998  

3. **Review**  
Early Childhood Cognitive Development PowerPoints  

4. **Watch Additional Videos**  
Piaget - Stage 2 – Preoperational – Lack of Conservation  
The “False Belief” Test: Theory of mind  

5. **Critical Analysis Paper 2** Due (11:59pm on 6/20/20) |
<table>
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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</table>
| Week 4 – 06/21-06/27 | 1. View  
Early Childhood Social and Emotional Development  
2. Read  
Campos article  
Kidd article  
3. Review  
Early Childhood Social Development  
4. Watch Additional Videos  
Marshmallow Test  
Gender Constancy  
5. Critical Analysis Paper 3 Due (11:59pm on 6/27/20) |
| Week 5 – 06/28-07/04 | Topic: Middle Childhood: Cognitive  
1. View  
Middle Childhood Development  
2. Readings  
Sternberg and Lubart article  
Kamii article  
3. Review  
Middle Childhood Cognitive Development  
4. Watch Additional Video:  
Piaget's Concrete Stage Conservation Experiment  
Discussion Board #2 – Initial Response Due 11:59pm (7/02), Responses Due 11:59pm (06/05) |
| Week 6 – 07/05-07/11 | 1. View  
Middle Childhood: Socio-Emotional  
2. Read  
Olweus article  
Swann article  
Fedina, Willimson, & Perdue |
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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</thead>
<tbody>
<tr>
<td>3. Review</td>
<td>Middle Childhood Social and Emotional Development</td>
</tr>
<tr>
<td>4. Watch Additional Videos</td>
<td>Classic Sesame Street</td>
</tr>
<tr>
<td></td>
<td>Feel Good About Failure 1</td>
</tr>
<tr>
<td></td>
<td>Feel Good About Failure 2</td>
</tr>
<tr>
<td>5. Critical Analysis Paper 4 Due</td>
<td>(11:59pm on 7/11/20)</td>
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**Week 7 – 07/12-07/18**

| 1. View | Adolescent Cognitive Development Video |
| 2. Read | Steinberg & Scott Article |
|          | Icenogle, Steinbert, et. all Article |
| 3. Review | Adolescent Cognitive Development |
| 4. Watch Additional Videos | Classic Sesame Street |
|              | Feel Good About Failure 1 |
|              | Feel Good About Failure 2 |
| 5. Critical Analysis Paper 5 Due | (11:59pm on 7/18/20) |

**Week 8 – 07/19-07/25**

| 1. View | Adolescent Emotional and Social Development |
| 2. Read | Luyckx et al. article |
|          | Twenge article |
| 3. Review | Adolescent Emotional and Social Development |
| 5. Application | (5:00pm on 7/22/20) |
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Credits

This syllabus, course design, activities, and discussions were heavily influenced by Dr. Moore’s version of this course.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of