American Public University System

The Ultimate Advantage is an Educated Mind

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<th>School of Arts &amp; Humanities</th>
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<td>CHFD 307</td>
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<td>Child &amp; Adolescent Development</td>
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<td>Credit Hours: 3</td>
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<td>8-Week Course</td>
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<td>Prerequisite(s): None</td>
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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog):
This course is a study of the theories, research and practical interventions concerning the psychological development of the child from conception to puberty. Course content focuses on biological, intellectual, emotional and social development, and the dynamics of family, peer, school and other environmental influences.
Course Scope: This course examines psychological aspects of growth and development in early and middle childhood including theories of child psychology and intervention applications utilized in the support of childhood psychological health and wellbeing.

Course Objectives: During completion of this course, the student will:

CO1: Identify the basic theories of child psychology.
CO2: Describe research methods in child psychology.
CO3: Discuss and identify heredity, stages, as well as growth and emotional phases of child psychology.
CO4: Describe theories relating to the normal development of language in children and speech pathology.
CO5: Investigate cognitive development stages using various approaches and methods.
CO6: Discuss the role of intelligence in child development.
CO7: Explore the role of the family, peers, and friends.
CO8: Investigate the roles of gender, morality, and altruism in child development.
CO9: Explore diagnostic and treatment issues related to child psychopathology.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work completely online. Online assignments are due by 11:59 PM Eastern Time on FRIDAY evenings for Initial Discussion Board posts and 11:59 PM Eastern time on the following MONDAY evenings for reply Discussion Board Posts, and the Issue Analysis & Application paper and include classroom dialogs accomplished in groups through a threaded discussion board, quizzes, and paper assignments. Please note Quizzes have a Sunday deadline of 11:59 PM EST.


E-Book Access: Please access the E-Book text from the Resources link on the left side of your screen. It’s highly recommended that you download all chapters (pdf) well in advance of any open book quizzes.

Evaluation Procedures:
SUBMISSION OF ASSIGNMENTS:

Although distance learning provides you with a flexible schedule to meet your professional, personal and academic responsibilities, you are expected to follow the student course guide carefully and submit assignments on time. If you know you are going to be unavoidably late, you may avoid a penalty to your grade by e-mailing me in advance of your circumstances and providing me with your planned completion date. Please remember that not all requests are approved (e.g., extensions are provided only for non-optional work or health emergency reasons). Or, in the case of a true emergency, you may e-mail me as soon as possible after the due date with a planned completion date. I will be happy to work with you, but you must keep me informed of your situation. Unapproved late submissions WILL cost you points! Please remember that we operate on Eastern U.S. time for all assignments. Not accounting for any time difference between your time zone and that of APUS is NOT an acceptable reason for late work!

ONLINE PARTICIPATION AND INTERACTION:

Successful completion of APUS courses require online access and may require usage of PowerPoint, and Adobe Acrobat Reader programs. Online communication tools such as Discussion Boards, Instant Messaging, and Chat Rooms are available to students and instructors. Not everyone is comfortable with chat applications and some geographical-time differences make them difficult to schedule without causing inconvenience; therefore, I do not require students to use Instant Messaging or Chat Rooms.

READINGS AND WRITTEN ASSIGNMENTS:

Throughout the course, you will have assignments that require reading and synthesis of and response to course content.

All written assignments must be submitted in MSWord (documents ending in .doc, not .wps or .wpd), as your original work in your own words. No copying is allowed and submitting non-original work will result in an automatic assignment score of zero with course failure following a second offense. The work must properly source credit any paraphrases or quotes of published authors’ work, the latter of which should be used VERY sparingly), error free. You should proofread each assignment carefully before submitting it.

Scholarly, academic sources must be used for written work in this course including discussion board posts. Wikipedia and other encyclopedic sources, commercial websites (unless instructed to use them for particular assignments), blogs or other opinion based web sources are not permitted as a source for any assignment. If you cite Wikipedia as a source or if I am able to determine on my own that you have used Wikipedia as a source, points will be taken from your grade on that assignment.

The following are helpful resources for APA formatting:
http://owl.english.purdue.edu/owl/resource/560/01/
http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html
http://www.apastyle.org/elecref.html
FORUM DISCUSSION ASSIGNMENTS:

There will be seven forum discussion board assignments during this course. These forums are designed to facilitate a learning community. Each forum assignment requires one initial post of 400-500 words and two substantive replies of 200-300 words to the postings of other classmates. These replies must be more than statements of agreement or disagreement. It's important to realize you will be engaged in dialogue, not debating or letting each other know how much you agree with what already has been said. Replies must include the name of the classmate to whom you are replying, the specifics of his or her post that motivated you to reply, and your related thoughts and insights. These are academic dialogues and you should avoid casual conversation and instant messaging style language (e.g., abbreviations or not using capitalization or punctuation). You should approach the work as though it were a paper assignment (e.g., think and write as a student scholar in conversation with classmates and submit posts error free) while maintaining a conversational tone. The seven Forum activities will constitute 25% of your final grade. If you are missing any of the three required posts, (i.e. initial post, reply #1, reply #2); you will receive a zero for the total assignment. This means you may not just post the initial post and then fail to post to a minimum of two peers. This action will forfeit all points. The same is true if you only reply to peers, and fail to respond to the initial post.

QUIZZES:

Four multiple choice quizzes are required for the course. Together, the four Quizzes will comprise 45% of your total grade. Quizzes are graded electronically and are open-book, untimed, and do not need to be proctored. Only one submission for each exam is allowed. You can best prepare for the quizzes by studying your text and reviewing your reading assignments and study guide questions. Quizzes for this course are very challenging. Please take time to read your text prior to taking a quiz. Once you open a quiz, it will be helpful for you to use your book’s index to find answers for each question. Quizzes not posted by the due date will receive a zero.

ISSUE ANALYSIS & APPLICATION PAPER:

In this paper, you will select a topic related to child or adolescent development and will analyze the topic in an 8 page minimum (not including title page, abstract page, or reference page) length paper to be completed and submitted at the end of week seven. Analysis requires breaking a subject or issue, into its constituent elements so that the assumptions or components are made clear and the relationships between them identified. Thus, through the analysis work, you will demonstrate comprehension of the material being analyzed. This paper is not a personal opinion or response piece. It must analyze the issue objectively and be supported by references to scholarly publications. You are also required to run your own paper through the TurnItIn.com website 4 days prior to the deadline and obtain your “Originality” report.

The second half of the assignment will be an Application which uses the previously completed Analysis as its foundation. Please use the heading Application in your paper to separate the two main portions of your paper. This portion of the paper will include recommendations that could
be used to address and improve the situation (e.g., what needs to happen in the future) analyzed in the first portion of the paper. Application requires the development of ideas based on the writings of published experts reviewed in the first portion of the paper and must include proper source citation. Through application you will demonstrate the ability to apply what you have learned during the analysis and suggest possible solutions and/or future research or programs. For example, if the Analysis portion of your paper focused on attachment issues that adopted children may face, the Application portion of your paper should discuss ways that the Social Services system, adoptive parents, and therapists can both prevent and treat such attachment issues. Another example: discuss the issues that adolescents face as they reach puberty and begin to develop sexually (analysis portion). Discuss issues related to STD’s, teen pregnancy, and the emotional implications of becoming sexually active as a teen. For the Application portion, discuss what types of programs you feel could be helpful in educating teens about the risks of sexual behavior. How can schools and parents reach kids before they become sexually active?

*NOTE* You may not use the examples I just provided for your topic.

Your paper must be developed using research material from at least five sources. One of these sources may be your course textbook. However it’s recommended that you provide more than the minimum. You may also use the web for some of your material. HOWEVER, please note that “popular” websites (e.g., WebMD, Time Magazine, Parents Magazine, etc...) do not qualify as scholarly sources, and that Wikipedia is NOT an acceptable source for an academic paper. All sources must be listed on a “References” page using correct APA citation format. You must also cite sources within the body of your paper whenever you directly quote or paraphrase from an outside source. Both the citations in the paper body and on the reference page must be formatted per the rules of the American Psychological Association (APA), 6th Edition. Your papers should each contain a cover page with your name and the title. Papers are to be typed and double-spaced throughout using a font size no larger than size 12. The pages should be full and margins should be no larger than 1 inch on all sides (except for the top margin, which should be 0.75”). The cover page and references page do not count toward the 8-page minimum length of the paper. I have included several helpful links to help you navigate the ins and outs of APA Style. You can find them in Week 7’s packet under the Course Materials tab. I promise that they will help you to fulfill these requirements.

Consequences of not using proper APA Style on your paper: If APA style has not been properly used in your paper, you will be penalized significantly. I will provide you with the rubric I use to grade your papers, and you will see that your compliance with APA Style comprises 10% of your paper grade. I have provided you with several links above, as well as with numerous resources within the classroom (look under Week 7, “Course Materials,” then at Week 7’s packet) to help you do this correctly. I have included a sample paper, handout on proper formatting of References, and Power Point presentation taken from the OWL Purdue website (http://owl.english.purdue.edu/owl/resource/560/01/).

TURNITIN.COM REQUIREMENT

For your Issue Analysis & Application Paper, you are required to run your own paper through the Turnitin.com website and to obtain a similarity report. This website compares your paper to information contained within thousands of articles, websites, and “paper-mill/up for sale”
websites and other student papers. A “similarity” report is then produced that indicates how similar your paper is to one or (usually) more than one of these sources. Instructions on how to use Turnitin.com are included in a folder titled “Turnitin for Students” under “Resources” in the classroom. I will email you the course ID and password to submit your paper to the Turnitin.com website. Once you submit your paper, your originality report will be sent to both of us.

For the purpose of this paper, I will be looking for a similarity report of **15% or less**. This means that less than 15% of your paper was similar to published sources. Please remember that the purpose of this paper is to encourage you to convey your own thoughts and the meaning you make of the materials you engage with in constructing your paper. If your report indicates a number higher than 15%, you need to go back and revise your work so that it includes paraphrasing and not heavy quoting or copying from published sources. This must be done prior to the assignment deadline.

IMPORTANT: I require you to submit your similarity report to me 4 days in advance of the Monday deadline (that would be Thursday of Week 7 BY 11:59 PM Eastern Time). There is a reason for this requirement. The student version of Turnitin.com can be pretty slow and does not instantly give you your report. It generally takes at least 24 hours to receive your originality report, and you may only submit one time per 24 hour period. You need enough time to obtain your report and make any needed changes to get under 15% by the time you submit the final paper. If you are not totally finished writing your paper by Thursday (which you really should be), you should run whatever you do have and submit the report to me anyway.

**CONSEQUENCES OF NOT TURNING SIMILARITY REPORT IN ON TIME:** If your Turnitin.com similarity report is not submitted to me by 11:59 PM Eastern on the Thursday before the Monday paper due date, the paper will receive a 20% point deduction prior to point deductions for any other errors. The Turnitin.com requirement is a very serious one, and you must meet all deadlines relating to your Issue Analysis & Application Paper.

The same consequences hold true if you submit your paper and the originality report is greater than 15%. This means that if your originality report is over 15% your paper will automatically lose 20 points before anything is evaluated.

It’s possible to lose 40 points automatically if you fail to submit your paper to Turnitin.com on time as well as the paper having an Originality report over 15% after I submit it on your behalf. This is before other deductions are taken.

**LATE ASSIGNMENTS**
All assignments must be completed in a timely manner within the week that they are assigned except in extenuated circumstances which require prior approval. **Late work, without my prior consent, will not be accepted.** Forgetting assignments or time zone differences, vacations, travel, not work-related to locations without Internet, relationship disputes, and wanting more family time are examples of reasons that cannot be approved.
Assignment Summary

Assignment point percentage allocations:

<table>
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<th>Course Requirement</th>
<th>Percent</th>
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<tr>
<td>Forum Posts</td>
<td>25%</td>
</tr>
<tr>
<td>4 Multiple-Choice Quizzes</td>
<td>45%</td>
</tr>
<tr>
<td>Issue Analysis &amp; Application Paper</td>
<td>30%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
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Click on this APUS Student Handbook link to access the University undergraduate grading scale.

Course Outline

8 Week Course

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<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tr>
<td>1</td>
<td>This is an introduction to principles, practices and theories of child development. You will also learn about research</td>
<td>Meets following course (CO) objectives:</td>
<td>Supplemental Readings are located at:</td>
<td>1. Forum Activity-Introductions + Cocaine Babies</td>
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<td></td>
<td></td>
<td>CO1: Identify the basic theories of child psychology.</td>
<td><a href="http://www.mhhe.com/parke7e">http://www.mhhe.com/parke7e</a></td>
<td>2. Quiz #1 (Chapters 1-3)</td>
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<td></td>
<td>CO2: Describe research</td>
<td>In Child Psychology by Parke &amp; Gauvain, read A. Ch. 1-Child Development:</td>
<td></td>
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</table>
| 1 | methods in child psychology.  
In this lesson, you will learn about nature versus nurture theories.  
In this lesson, you will learn about prenatal development and birth. | methods in child psychology  
Themes, Theories, and Methods.  
B. Ch. 2-Heredity and the Environment  
C. Ch. 3-Prenatal Development and Birth | |
|---|---|---|---|
| 2 | In this lesson, you will learn about infancy, as well as sensation, perception, and learning.  
In this lesson, you will learn about the brain, body, and motor skills, as well as sexual maturation. | Meets the following course (CO) objective:  
CO3: Discuss and identify heredity, stages, as well as growth and emotional phases of child psychology.  
In *Child Psychology* by Parke & Gauvain, read:  
A. Ch. 4-Infancy: Sensation, Perception, and Learning.  
B. Ch. 5-The Child’s Growth: Brain, Body, Motor Skills, and Sexual Maturation | Forum Activity-Adolescent Sexual Behavior |
| 3 | In this lesson, you will learn about emotional development of the child.  
In this lesson, you will learn about language and communication development in early childhood. | Meets the following course (CO) objectives:  
CO4: Discuss and identify theories of emotional development in children.  
CO5: Describe theories relating to the development of language in children.  
In *Child Psychology* by Parke & Gauvain, read:  
A. Ch. 6-Emotional Development and Attachment.  
B. Ch. 7-Language and Communication | 1. Forum Activity-Critical Periods for Language Development  
2. Quiz #2 (Chapters 4-7) |
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<th>4</th>
<th>In this lesson, you will learn about differing views of cognitive development. In this lesson, we will cover the information-processing approach to cognitive development.</th>
<th>Meets the following course (CO) objective: CO6: Investigate cognitive development stages using various approaches and methods.</th>
<th>In <em>Child Psychology</em> by Parke &amp; Gauvain, read: A. Ch. 8-Cognitive Development: Piaget and Vygotsky. B. Ch. 9-Cognitive Development: The Information-Processing Approach</th>
<th>Discussion Board Activity-Child Witnesses</th>
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<td>5</td>
<td>In this lesson, we will begin our discussion of intelligence. In this lesson, we will also discuss the family system.</td>
<td>Meets the following course (CO) objectives: CO7: Discuss the role of intelligence in child development. CO8: Explore the role of the family, peers, and friends.</td>
<td>In <em>Child Psychology</em> by Parke &amp; Gauvain, read: A. Ch. 10-Intelligence and Achievement B. Ch. 11-The Family</td>
<td>1. Forum Activity-Improving School Achievement 2. Quiz #3 (Chapters 8-11)</td>
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<td>6</td>
<td>In this lesson, we will discuss peers and friends. In this lesson, we will also discuss gender roles and differences.</td>
<td>Meets the following course (CO) objectives: CO8: Explore the role of the family, peers, and friends. CO9: Investigate the roles of gender, morality, and altruism in child development.</td>
<td>In <em>Child Psychology</em> by Parke &amp; Gauvain, read: A. Ch. 12-Expanding the Social World: Peers and Friends. B. Ch. 13-Gender Roles and Gender Differences</td>
<td>Forum Activity-Gender Reassignment Issues</td>
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<tr>
<td>Week</td>
<td>This week, you will complete your Issue Analysis &amp; Application paper.</td>
<td>CO1 through CO9</td>
<td>None this week</td>
<td>Issue Analysis &amp; Application Paper</td>
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**In this lesson, we will discuss:**
- Morality
- Altruism
- Aggression

In this lesson, we will discuss developmental psychopathology, as well as diagnosis and treatment of childhood mental disorders.

Meets the following course (CO) objectives:
- CO9: Investigate the roles of gender, morality, and altruism in child development.
- CO10: Explore diagnostic and treatment issues related to child psychopathology.

In *Child Psychology* by Parke & Gauvain, read:
- A. Ch. 14-Morality, Altruism, and Aggression
- B. Ch. 15-Developmental Psychopathology

1. Forum Activity-Diagnosing Young Children
2. Quiz #4 (Chapters 12-15)

*** THE SEMESTER ENDS ON SUNDAY AT 11:59 PM EASTERN AND NO WORK CAN BE ACCEPTED FOR GRADING AFTER THAT TIME***

### Policies

The following policies are detailed in the [APUS Student Handbook](#):

- [Academic Dishonesty & Plagiarism](#)
- [Withdrawal/Drop Policy](#)
- [Course Extension Policy](#)
- [Disability Accommodations](#)
ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](https://www.turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University’s standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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