

Mayville State University

PSYC 255, Child and Adolescent Psychology

Fall 2025

Three (3) Credit Hours

Course and Instructor Information

Instructor Name: Dr. Lynn DiLivio, PhD

Contact Information:

Office: Classroom Building 121

E-mail: lynn.dilivio@mayvillestate.edu

Work phone: 701-788-4808

Hours of Availability:

Monday, Wednesday and Friday: 10-10:50 AM and 12-1:00 PM

Tuesday and Thursday: 1-1:50 PM and 3:15-4:15

Also available for meetings on other days and times by appointment

Instructional Mode: On-campus face-to-face.

Course Dates: August 25 – December 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Tuesday and Thursday, 2:00- 3:15 PM, Educ Bldg, Rm 112

Final Exam Time and Location: Monday, December 15, 2:00-4:00 PM, Educ Bldg Rm 112

Zoom Link: [Class Meeting Zoom link Child & Adol Psyc](#)

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

All students are required to have a computer. It is each student's responsibility to ensure that they have a compatible laptop when coming to campus for in-person or for online courses. All students will receive licensing for the Microsoft Office suite of products which includes Word, Excel and PowerPoint. Please click on the link above for information on the minimum requirements.

[Required textbook](#)

Levine and Munsch (2023). *Child Development From Infancy to Adolescence: An Active Learning Approach* (3rd ed.). New York: Sage Publications.

The textbook is available with Inclusive Access on the Blackboard course website.

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Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- **including AI sources, must be properly quoted and cited every time they are used.** Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy to the letter in those instances.

Course Description

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. **THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education).**

Mayville State University. (2025). *2025-2026 Mayville State University Smart Catalog*.

Pre-requisite: PSYC 111.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

*See specific standards alignment at the end of the syllabus

- Identify and discuss the domains and milestones in physical, cognitive, and social-emotional development from infancy to adolescence through assessments and assignments.
- Apply psychoanalytic, learning, cognitive, and ecological theories to hypothetical and concrete situations in quizzes and assignments.
- Demonstrate Piaget's and Erikson's theories and stages in concrete examples from infancy to adolescence through assessments and assignments.
- Examine the impact that diversity (e.g., socioeconomic status, ethnicity, race, gender, sexual orientation, socioeconomic status, etc.) has on children's development through assessments and assignments.
- Critique how early life experiences can positively or negatively impact children's later life stages through assessments and assignments.
- Evaluate how the theoretical and empirical issues have impacted students' own development in reflection assignments and discussions.
- Synthesize and construct a body of knowledge of the fundamental theories and principles of development that will help you to improve the development of your future students' or in another career field working with children.

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Course Expectations

Instructor/Student Communication

Expectations of students regarding communication:

- Students are accountable for all academic communications sent to their MSU email address.
- Please regularly check your Mayville State email to which I send out emails regarding assignments reminders and other relevant information regarding the course.
- Please email me from your Mayville State email address (incoming non-Mayville State email addresses typically end up in spam)
- Please feel free to email, stop by my office, or call with a question
- Please communicate with me as soon as you can if you have any academic or personal problems so we can work on addressing the issue.

Expectations of your instructor regarding communication:

- I will try to answer your emails within 24 hours on weekdays and 48 hours during weekends. Please plan for assignments that are due on Sundays and let me know if you have any questions during the work week. I check my email infrequently on days in which no classes are held (e.g., Thanksgiving break, Labor Day, etc.)
- I will do my best to grade and provide feedback on your work in a timely manner (**within a week of the respective deadline, but no more than two weeks**).

Assignments and Assessments

1. Class Attendance and Participation (30 total possible points)

- This is your class. Your attendance and active involvement will improve and enrich your learning and that of your classmates. I expect that you will attend class regularly.
- If you need to be absent, **professional courtesy requires that students notify the professor prior to the class meeting in the event of an absence.**
- **Professional courtesy also requires students with University Excused absences (no point deduction) to notify the professor prior to the class.**
- **You are allowed one (1) unexcused absence** without deduction of attendance points. Attendance and participation are critical to how well you learn this material. Attendance and participation will help to improve your learning, which will help to improve your grade.
- The student is responsible for course material that was covered during unexcused absences.
- **For each unexcused absence 1 point will be deducted from your attendance points.**
- **You will receive attendance points only if you are in class for the duration of the class.**
- Class attendance also includes in-class activities and short assignments in which the content may be on quizzes and assignments.

2. Small Assignments and Group Projects (50 total possible pts)

Students will work on low-stakes in-class and outside-class assignments and group projects throughout the semester. **In class assignments cannot be made up if you do not attend class due to an unexcused absence.**

3. Pre- and Post- Developmental Reflections (30 points, 40 points)

You will write a response on the developmental influences in your life at the beginning of the class (pre-developmental reflection). At the end of the course, you will write a post-developmental reflection on the development influences in your life integrating concepts and theories you learned from the class.

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4. Quizzes (5 Quizzes, 20 points each; highest Quiz grade replaces lowest quiz grade)

There are 5 quizzes. The quizzes will focus on the following topics: Developmental Issues and Theories, Foundations of Development, Infancy, Early Childhood, Middle Childhood and Adolescence. Each quiz consists of 20 multiple choice questions, and each quiz is worth a total of 20 possible points. **Quizzes are administered with the Respondus Lockdown Browser.** The lowest quiz grade will be replaced by the highest quiz grade. Study Guides are posted for each quiz. **Expectations are you will use these study guides to do well on the quizzes.** Study guides are not submitted or graded.

5. Developmental Roadmaps (4 Roadmaps; 40 possible points each; 160 total possible points)

This is a culminating course project. The goal of this project is for everyone to leave the course with a “roadmap” of development that will help you in your future classes, standardized exams (e.g., PLT), and help you to understand your future students (and yourself) in a summary form. The roadmap will also help you study for the quizzes and successfully complete your other assignments such as the film reflection. **There are four (4) roadmaps, Infancy, Early Childhood, Middle Childhood and Adolescence.** Assignment descriptions and rubrics for each of the four (4) roadmaps will be posted on the Blackboard course website as the semester progresses. **Expectations for the roadmap assignments are that you will use the posted resources for each of the roadmaps. Another expectation I have is that you will reach out to me with any questions.**

6. Film Reflection paper (40 total possible points)

The Reflection paper will be based on a film that focuses on middle childhood or adolescence. In this reflection, you will apply developmental concepts to a character in the film using critical thinking and decision-making skills. The film choice will be decided in class between the instructor and learners.

7. Group Case Study and Presentation (50 total possible points)

In groups (or individually) students will conduct a case study. Students will interview a child (a relative, etc.) or fictional character who is in early childhood, middle childhood, or adolescence and describe the factors that may influence the child’s development such as family, school, community, cognitive development, and social-emotional development. Groups will present their findings to the class after we cover the specific stage of development (e.g., early childhood, etc.) in class.

Evaluation and Grading

Grading Policies

1. Extra Credit

- **Outstanding work will earn extra credit points!** Students who submit an outstanding, “above and beyond” assignment (above an “A”) will earn extra credit points.
- **Class Participation:** There are at least 3 ways in which students are asked to participate:
 - 1) Making comments or asking questions during class – Always encouraged and welcomed!
 - 2) Participating in exercises during class
 - 3) Discussing/responding to questions in class or from readings

The extra-credit calculation of the participation grade in the course is based on the participation of students relative to one another based on the factors enumerated above.

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2. Late Policy for Assignments

Assignments are due on the scheduled date and time. However, I also understand that “life happens”. **Any exceptions to this policy must be made by prior arrangement with the professor before the due date for a legitimate reason.** An extension for an assignment will not be granted to extend time to complete work that should have been done in a timely manner.

Without prior arrangement, acceptance of late assignments is at the discretion of the professor. **If accepted, a penalty of 10% of the assignment grade** may be deducted for each day it is late and the grading response time for late work will be longer than for work submitted on time.

No late work will be accepted during finals week without documentation. Late final projects will not be accepted without documentation of extenuation circumstances.

3. All Assignments Must Be Submitted in the Blackboard DropBox

Please see “**How to Navigate, Submit, and Track Work in Blackboard**” located in the first folder titled “**Student Resources**”.

If you have difficulty submitting an assignment in Blackboard, please let me know before the assignment due date and then submit it later in the Dropbox. **I am unable to grade any assignments that are not submitted in the Blackboard Dropbox.**

4. Assignment Format

All written work must be submitted in a Microsoft Word document. You are expected to use formal college level writing including appropriate grammar and sentence structure.

Work that is scanned (such as handwritten or typed assignments), screenshots, links to assignments, and assignments that are sent in email will not be accepted.

5. Corrupted, Blank, or Incorrect Files

If your assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered as a submission and will be graded accordingly. **It is your responsibility to preview your submission in Blackboard to ensure that your assignment was submitted correctly.**

6. There are no assignment “redos”. Please look over and/or start your assignments before the due date and let me know if you have any questions. **There are no quiz “redos”.** Quizzes are based on the terms/concepts in the posted study guides. **Please study the content on the Study Guides and let me know if you have any questions.** Your lowest quiz grade will be exempted (dropped).

7. Quiz Make-Up Policy

I will give a make-up quiz if you (1) contact me within 24 hours of the scheduled test; and (2) have documentation of a legitimate excuse (e.g., university excused absence, medical note, court appearance, etc.). Make-up quizzes will cover the same content as the missed test but will be **different** from the in-class test. However, you may take a test **before the scheduled time** for a legitimate reason, such as University Excused Absences.

8. Make-up Policy for Presentations

If a student/group fails to show for a scheduled presentation (excluding University excused absences and extenuating circumstances with documentation) the student will **NOT** be given an opportunity to make up the missed presentation. The student will lose 50% of his/her presentation points and will be given the opportunity to make-up the other 50% with a written assignment.

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9. Grading Turn-around Time: I will do my best to grade work submitted in a timely manner **within a week of a respective due date, but no more than two weeks.**

10. Feedback: In addition to the gradebook, please check your feedback box. I will attempt to leave helpful comments when and where necessary.

11. Grade-wise, Know Where You Stand in Class! It is your responsibility to check your course grades regularly and to know where you “stand” in the course. All course assignments are graded with a rubric, which is provided with each assignment. While completing your assignments, I strongly suggest using the rubric (including length requirements), and then checking your completed work (i.e., grade yourself) with the rubric. **If you have any questions about a grade or how your assignment was evaluated, you need to let me know within two weeks of your posted grade** so that we can address the issue as soon as possible in a productive manner. In addition to the gradebook, please check your feedback box!

12. Incomplete Grade: An Incomplete grade (“I”) will only be granted with approval by the instructor in the event of medical reasons and other extenuating circumstances, and only with documentation and a passing grade in the course when an incomplete is requested. In addition, more than 70% of the class assignments and tests must be completed when the incomplete grade is requested. **An incomplete will not be granted just to extend time to complete work that should have been done in a timely manner.**

13. Final Grades and “Rounding Up”: The professor **will not** round up students’ final semester grades up. This means that people may be 1 point, 2 points, 6 points, 10 points, etc. away from their desired grade. I cannot give someone an extra credit assignment so that he/she can “earn” his/her desired grade. This would not be fair to the other students, and it is not fair to the student who requests an extra assignment. **However, final total course percentages with decimal points (equal to or more than .5) will be rounded up to the nearest whole number.** For example, if a student’s final percentage is 89.52% this would be rounded up to 90%. points.

14. Office Hours: I am here to help you. If you are having trouble with this course for any reason, please do not hesitate to contact me! Many students struggle with intellectual, personal, and medical challenges each semester. However, the only way I can help you is if you come and discuss your situation with me. **Please do not wait until the end of the semester to address a problem – seek help while it can benefit you most!!**

Attendance/Participation Policies

Please see policies under grading policies.

Grading Scale

The overall course evaluation is based on 500 total points, with the following grading scale: A (100- 90%), B (89-80%), C (79-70%), D (69-60%), F (<60%). Final grade percentages are rounded up with decimal points **equal to or more than .5** (e.g., 89.6% is rounded up to 90%), Please see the breakdown of grades below

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Breakdown of Grades

The breakdown of the total course grade is displayed in the table below. The table shows the required assignments, the number of points each assignment is worth, the number of occurrences for each assignment, and the percentage of the final grade each assignment is worth.

Rubrics will be used to grade all assignments and are provided to you on each assignment.

Regarding **“turn-around time”**, I will do my best to turn around work submitted in a timely manner **within a week of the respective due date, but no more than two weeks**, and to provide helpful feedback.

Activities and Assessments	Number of Occurrences	Possible Points for each Occurrence	Total Possible Points/ % of Grade
Participation/Attendance	-	-	30 (6%)
Small group projects/assignments	5-10	5-10	50 (10%)
Quizzes, highest quiz grade replaces lowest	5	20	100 (20%)
Developmental Roadmaps	4	40	160 (32%)
Film Reflection	1	40	40 (8%)
Pre- Developmental Reflection	1	30	20 (6%)
Post- Developmental Reflection (Final)	1	40	40 (8%)
Developmental Case Study	1	50	50 (10%)
Total Possible Points and Percentage	-	-	500 (100%)

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. **Class attendance will be used to verify enrollment in on-campus courses.**

If you do not attend class by Tuesday September 2 (Educ Bldg, Rm 112) and participate in the learning activity your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities

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- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Fall 2025 PSYC 255 Course Timeline/Schedule*

WEEK/DATES	TOPICS	READINGS/ASSIGNMENTS
Wk 1 , Tues 8/26, Thurs 8/28	Syllabus & Introduction	
Wk 2 , Tues 9/2, Thurs 9/4	PART 1: ISSUES & THEORIES Ch 1: Issues , Ch 2: Theories	Read relevant parts of Chs 1 & 2
Wk 3 , Tues 9/9, Thurs 9/11	<i>Theories Cont'd</i>	In-class/outclass assignments Intro Quiz, 9/16 in class
Wk 4 , Tues 9/16, Thurs 9/18 Wk 5 , Tues 9/23, Thurs 9/25 Wk 6 , Tues 9/30, Thurs 10/2	PART III: INFANCY/TODDLERHOOD Ch 5: Phys Dev Ch 6: Cog Dev Ch 7: Social-Emo Dev	Read relevant parts of Chs 5, 6, & 7 In-class/outclass assignments Roadmap 1, due 9/30 at 11:59 PM Infancy Quiz, 10/2 in class
Wk 7 , Tues 10/7, Thurs 10/9 Wk 8 , Tues 10/14, Thurs 10/16 Wk 9 , Tues 10/21, Thurs 10/23	PART IV: EARLY CHILDHOOD Ch 8: Phy Dev Ch 9: Cog Dev Ch 10: Soc-Emo Dev	Read relevant parts of Chs 8, 9, & 10 In-class/outclass assignments Roadmap 2, due 10/21 at 11:59 PM Early Childhood Case Studies Early Childhood Quiz, 10/23 in class
Wk 10 , Tues 10/28, Thurs 10/30 Wk 11 , Tues 10/28 , Thurs 10/30 Wk 12 , Tues 11/4, Thurs 11/6	PART V: MIDDLE CHILDHOOD Ch 11: Phys Dev Ch 12: Cog Dev Ch 13: Soc-Emo Dev	Read relevant parts of Chs 11, 12, & 13 In-class/outclass assignments Roadmap 3 due 11/4 at 11:59 PM Middle Childhood Case Studies Film Reflection Middle Childhood Quiz, 11/6 in class
Wk 13, Tues 11/11, No Classes Veterans Day , Thurs 11/13 Wk 14 , Tues 11/18, Thurs 11/20 Wk 15 , Tues 11/25 11/26, 11/27, 11/28-no classes Thanksgiving Break	PART IV: ADOLESCENCE Ch 14: Phys Dev Ch 15: Cog Dev Ch 16: Soc-Emo Dev	Read relevant parts of Chs 14, 15, & 16 In-class/outclass assignments Roadmap Map 4 due 11/20 1 at 11:59 PM Adolescence Case Studies Adolescence Quiz, 11/25 in class
Wk 16 , Tues 12/2, Thurs 12/4 Wk 17 , Tues 12/9, Thurs 12/11	Work day Special Topics	
Finals Week (Dec 15- 19)	Final Project	Final is Mon Dec 15, 2-4:00 PM

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***Course Timeline and Schedule are subject to change as deemed necessary by the instructor.**

Last day to withdraw from class with record is November 14, 2025

Teacher Education Standards

***Standards Alignment** (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

EARLY CHILDHOOD

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

ELEMENTARY

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

SPECIAL EDUCATION:

- Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
- Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

ENGLISH

- 05020.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

HEALTH

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- Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

MATHEMATICS

- 11010.1 Mathematical Practices and Processes-The program requires the candidate to demonstrate the following: a. makes sense of problems and perseveres in solving them, b. reasons abstractly and quantitatively, c. constructs viable arguments and proofs, d. critiques the reasoning of others, e. uses mathematical models, f. attends to precision, g. identifies elements of structure, h. engages in mathematical communication.

PHYSICAL EDUCATION

- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.

SCIENCE

- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.

SOCIAL SCIENCE

- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

Instructional Strategies

Active learning, film reflections, discussion forums, quizzes, feedback, video presentations, reflective writing, critical thinking, character analysis, and choices in format and content in assignments.