

**CHILD PSYCHOLOGY (PSYC 3000-21604)**  
**WEBER STATE UNIVERSITY**  
**FALL 2008**  
**MWF 11:00 – 11:50 A.M.**  
**SS 349**

**PROFESSOR** Dr. Leigh Shaw  
**OFFICE** SS 362  
**PHONE** 626-7429  
**OFFICE HOURS** MWF 10:00 – 10:50 a.m., or by appt.  
**EMAIL** [lshaw@weber.edu](mailto:lshaw@weber.edu) (submit class work in the WebCT email system)  
**WEBPAGE** <http://faculty.weber.edu/lshaw>

**COURSE DESCRIPTION AND GOALS**

This course presents an introduction to the psychology of infants and children. We will cover topics in the areas of motor, emotional, cognitive, and social development, as well as the development of the self and interpersonal relationships. This course will introduce some of the basic theories and research methods in developmental psychology. By the end of this course you should have an understanding of behavioral aspects (what do children do?) and theoretical aspects (how do psychologists explain what children do?) of child development, and of how research can be used to inform practical problems of a developmental nature. This course is not designed to answer practical questions, such as how to raise children, but practical implications of developmental theories and research will be drawn throughout the course.

**TEXT AND REQUIRED MATERIALS**

- 1) Berk, L.E. (2009). *Child Development*, (8<sup>th</sup> ed.). Boston: Allyn & Bacon. [**\*\*You must purchase the binder-ready version with MyDevelopmentLab access code available only at WSU Bookstore\*\***]
- 2) Internet access for Vista enhancements and MyDevelopmentLab
- 3) #2 Pencils for taking exams
- 4) 30¢ for taking exams (10¢ for each scantron to be purchased at Testing Center)

**GRADING**

	<u>Points</u>	<u>% of Total</u>
Exam #1	120	21
Exam #2	120	21
Exam #3	120	21
Course Project	120	21
Homework	90 (9 activities @ 10 pts. each)	15
In-Class Group Project	15	3
<b>TOTAL</b>	<b>585</b>	<b>100</b>

Final grades will be assigned based on the percent of total points earned, as follows:

<b>A</b> (100-93%)	<b>B-</b> (82-80%)	<b>D+</b> (69-67%)
<b>A-</b> (92-90%)	<b>C+</b> (79-77%)	<b>D</b> (66-63%)
<b>B+</b> (89-87%)	<b>C</b> (76-73%)	<b>D-</b> (62-60%)
<b>B</b> (86-83%)	<b>C-</b> (72-70%)	<b>E</b> (59-0%)

**EXAMS**

- You will take 3 non-comprehensive exams, each covering about 1/3 of course material - including lectures, videos, small-group activities, discussions, and assigned readings. Exams consist of 60 multiple-choice questions. Exams are "closed-book" and "closed-notes". Exam review sheets will be available online.
  - Exams are administered in the Social Sciences Testing Center (SS 036). To take an exam, you must show up with a photo ID on the correct date (see Course Schedule) at the appropriate times. You will *not* be allowed to take an exam without a photo ID or if you show up after hours (tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).
 

Monday – Thursday	7:30 AM – 8:00 PM
Friday	7:30 AM – 4:30 PM
Saturday	9:00 AM – 4:30 PM
  - It is your responsibility to take the exam during the exam period. If you have a conflict with the exam schedule, you may take an exam *early* at no penalty. In this case, please discuss your conflict with me so we can make arrangements. If for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a 20% penalty. You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.
  - **IMPORTANT:** You are responsible for *all* assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class, you must get the notes from another student. Use the space below to write the contact information of another student should you miss a class period.
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**CHALLENGES**

- Exams in this course are restricted, which means that your exam will not be returned to you. However, you are welcome to view your exam during my office hours.
- I carefully design exam questions to have only one answer and review test outputs to evaluate the validity of each question. However, there occasionally may be a question that you think is open to more than one interpretation. If so, you may submit a challenge to me either in writing (typed, double-spaced) or via email. Challenges must be submitted *at least 1 day* before the next exam period and must explain how the question could be interpreted so that the answer you chose is as "correct" as my answer. I will evaluate and return challenges within 1 week. I encourage you to utilize this option if you feel strongly about a test question.
- Your challenge must include the following (challenges missing *any* of these components will receive *no credit*): 1) your name, 2) the number of the question that you are challenging and what the question is generally asking, 3) the CORRECT answer (according to me), 4) YOUR answer, and 5) why YOUR answer is as "correct" as the CORRECT answer.
  - \* Good challenges include citations from the lecture notes or text (w/page #s). Challenges are not granted for arguments based on your life experience or your assertion that you know your answer is correct.

**IN-CLASS PROJECT: ASSESSMENT OF CHILDREN'S LITERATURE, GAMES, AND/OR TOYS**

- This exercise will allow you to apply your knowledge of developmental theory and analyze the developmental appropriateness of children's products. On **10/27 and 10/29**, you must bring your notes, text, and *ONE* children's book/game/toy targeted for children ages birth to 2 years OR 2 to 6 years.
- There is a collection of children's books at the Stewart Library; you may also find many children's books in public libraries and bookstores. Some books tell you the age range for which they are deemed appropriate; otherwise, consult with a librarian or salesperson at a bookstore.
- You will be assigned to work in a small group to analyze the developmental appropriateness of the various children's materials brought by group members. Each group will assess *TWO* books/games/toys, as follows:
  - 1- briefly describe the **THEME** of each book/game/toy
  - 2- for each book/game/toy, you must provide **2 ASSESSMENTS** of particular aspects of the book/game/toy (e.g., its content, theme, purpose, language, format, illustrations or appearance) according to your knowledge of developmental theories. In each assessment you must:
    - (a) state clearly what aspect you are analyzing,
    - (b) evaluate whether or not that aspect is developmentally appropriate for the targeted age group,

- (c) justify your evaluation by *clearly* relating it to a developmental concept/theory, and
  - (d) give *at least one* concrete example from the book/game/toy.
- Each group must take detailed notes on its developmental analysis because each group will submit its notes for evaluation and will make a short presentation to the class about its assessments and findings. Your participation is worth 15 points (approx. 3% of course grade). Partial participation earns partial credit.

### **HOMEWORK: "COURSE READER" ARTICLES AND "MYDEVELOPMENTLAB" ACTIVITIES**

- Your text came packaged with a course reader, "Current Directions in Developmental Psychology" edited by Lynn Liben, and with access to "MyDevelopmentLab," (MDL) an online product from Allyn and Bacon. MDL combines multimedia, tutorials, video, simulations, and more to let you explore aspects of child development firsthand and to make your learning more meaningful. MDL also includes an online version of your text and multimedia activities are placed in context throughout the E-book through the use of icons.
- "Biography" icons provide you with photographs and summaries of well-known psychologists.
  - "Explore" icons allow you to gain knowledge of major topics in the book through interactive activities.
  - "Simulate" icons allows you to experience significant psychological phenomena firsthand in a fun, interactive way through simulations based on classic psychological studies.
  - "Watch" icons link to relevant video clips that supplement topics covered in the text of the E-book.
  - "Practice" icons launch practice tests that provide you with an opportunity for self-study. These tests are not graded but provide you with immediate feedback on your answers.
- You will complete activities bearing on these two course supplements. Specifically, for chapters 3-Prenatal (DiPietro, 2004), 11-Self (Howe, 2003), and 15-Friendship (Brody, 2004), you will read an assigned article from the course reader and complete a short-answer essay assignment. For each of the remaining assigned chapters, you will complete 1 of the 2 selected multimedia activities (see Course Schedule).
- All homework will be completed and submitted via the Assignments tool in Vista. Homework must be received by **NOON on the due date** (see Course Schedule). Once assignments are released in Vista, you may submit your homework early. No late homework will be accepted. Homework will be graded for completion and accuracy. Each activity is worth 10 points, and there is 1 required activity for each of the 9 assigned chapters. In sum, MyDevelopmentLab homework activities are worth a total of 90 points per chapter and 90 points overall (15% of final grade).

### **COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN INFANCY AND CHILDHOOD**

#### **Goals and Requirements**

- The project is designed to guide you in the process of integrating and applying course content to real-life developmental questions. You will create and present a poster of empirical and popular information on a topic of your choice related to child development. The project is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue. Please be creative and choose a topic that interests you (e.g., attachment and child care, language development in deaf infants, childhood bullying, autism) and is related to course material.
- Your poster will consist of articles relevant to your topic collected from **EMPIRICAL/SCHOLARLY** and **POPULAR** sources. While your poster may be a collection of articles and images or a collection of articles, it cannot merely be a presentation of images. Because you may cut out and glue the information for your final poster, you must have a copy of or own the material presented in your poster!

#### **Components**

- **Topic Summary:** A brief description of your topic is required for my review and approval by **Friday, 9/19**. Failure to meet this deadline will result in a 10% deduction from the final project grade.
- **Article Summaries:** The content of your final poster will be three articles and/or their summaries (and any other relevant information). At three points in the term (see Course Schedule), you will submit an Article Summary, which consists of the article to be included in your poster *and* a typed, double-spaced, 2-3 page summary of the article. Each Article Summary must clearly:
- 1) outline the major points of the article as relevant to your poster in a way that reveals understanding,
  - 2) state how the article illustrates your topic or how you are going to use the article in your final poster,
  - 3) state what you learned from the article, and
  - 4) provide the article's reference (e.g., APA-style journal or book reference, website address).
- Articles summarized for Article Summary #1 and #2 must be from an **EMPIRICAL/SCHOLARLY** publication, such as peer-reviewed research journals (e.g., *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*), or chapters from edited books (not textbooks). The articles included in your course reader are good examples of empirical/scholarly articles and may be used as sources for your poster. If you are uncertain about your sources for these two research summaries, review the links online and/or consult Dr. Shaw. If you do not submit an empirical article for Article Summary #1 or #2, you will be docked 50% of the 25 summary points.

- The article summarized for Article Summary #3 may be from either an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine).
- Article Summaries are due at *class-time* on the due date (see Course Schedule) and are worth 25 points each. Article Summaries will not be accepted via email unless you have obtained instructor approval. Summaries submitted without articles will not be graded and will be considered late until the article is submitted. Article Summaries that are not typed and double-spaced will be docked 10%. Late Summaries will be marked down by 10% per 24-hour period, and will not be accepted after the next class period (e.g., if you turn in an Article Summary at the class period after it was due, the Summary grade will be docked 20%). The three Article Summaries comprise 62.5% of your course project grade.
- **Final Poster:** Your final poster should be assembled on a piece of poster board and must include a title that conveys your poster topic, your name, and course name. Final assembled posters will be evaluated on their inclusion of the required three articles with appropriate references (6 pts.), the clarity, readability, and educational value of presented material (15 pts.), and their aesthetics (15 pts.). The final assembled poster and presentation comprise 30% of your course project grade.
- **Poster Sessions:** Posters will be presented to the class during “poster sessions” held on **12/1, 12/3, and 12/5**. On your presentation day, you are required to post and stand by your poster to answer classmates’ questions.
- **Peer Evaluations:** On the day you are not scheduled to present, you are required to complete a detailed poster evaluation form assessing the content and organization of six classmates’ posters. Your evaluations of your classmates’ projects comprise 7.5% of your course project grade.
- If you are going to be absent for any due date or for a “poster session” period, notify me in advance so that we can work out an alternative arrangement to ensure your full participation.

### EVALUATION OF COURSE PROJECT

Weekly Article Summaries	@ 75 points (25 points for each of 3 summaries)
Assembled Poster and Presentation	@ 36 points
Evaluation of Classmates’ Posters	@ 9 points (1.5 points for each of 6 evaluations)
<b>TOTAL</b>	<b>= 120 points (approx. 21% of your course grade)</b>

**EXTRA CREDIT: MYDEVELOPMENTLAB STUDY PLANS**

- Extra-credit points will be counted in your final grade only if you take each of the 3 exams, complete at least 7 of the 9 homework assignments, the in-class project, and all elements of the course project.
- MyDevelopmentLab has pre-tests and post-tests for each chapter. The pre-test icon prompts you to take a pre-test before reading each chapter to gauge your prior knowledge of the chapter's content. Once you have read the chapter, the post-test icon prompts you to take the post-test to assess what you have learned. Results from both tests are stored in your Individualized Study Plan.
- You will accrue extra points as you complete the pre-tests and post-tests and submit your Individualized Study Plans via email ([lshaw@weber.edu](mailto:lshaw@weber.edu)) to Dr. Shaw for each of the 9 chapters covered in this course. Pre-tests and/or post-tests must be completed and submitted according to the following schedule:
  - Chapters 3, 4, 10 may be submitted from 8/25 to 9/24 at NOON
  - Chapters 6, 9, 11 may be submitted from 9/25 to 10/29 at NOON
  - Chapters 15, 12, 14 may be submitted from 10/30 to 11/24 at NOON
- Each pre- and post-test completed and emailed on-time will earn 1 point. Thus, you may earn up to 18 extra points (+3%) with this activity. Partial or late completion of study plans will give you *no extra-credit points*.

**COURSE WEBSITE**

- To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the “My WSU Online” tab, click on “PSYC 3000”. From the course homepage, click on “Start Here”, to ensure that your computer has the proper “Software Downloads”, to view the e-copy of the syllabus, and to review “How to Contact Your Professor”.
- From the course website, you may access the syllabus, PowerPoint handouts to aid in note taking, video guides, exam reviews, MyDevelopmentLab, relevant web links, and the textbook website. You also will be able to current with course announcements (“Announcements”), your grades (“My Grades”), and, if you choose, to email your professor and peers.
- The material available online is provided as a courtesy to facilitate note taking and comprehension of course material – it is *NOT* a substitute for attending class. You will be provided with information in class that is *not* sufficiently elaborated in the Power Points, is *not* provided in your text, and is critical to your success in this class. I *strongly advise* you to bring to class the relevant handouts to elaborate with in-class information.
- For assistance with Vista issues, email [wsuonline@weber.edu](mailto:wsuonline@weber.edu) or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email ([csupport@weber.edu](mailto:csupport@weber.edu)) the Help Desk.

**ATTENDANCE**

I do not take daily attendance; you are responsible to decide the level at which you will be engaged in this course. In my experience, attendance is positively related to course success.

**EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES**

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

**DROPPING THE COURSE**

You may completely withdraw from the semester at any time. The last day to withdraw from any individual class is Friday, 10/24 (see Catalog for details and instructions).

**CLASS CONDUCT AND COURTESY**

- Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. If you anticipate being late for or leaving early from class on a regular basis, see me immediately to explain the

reasons for your tardiness or early departures. You also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when you arrive or leave.

- Please refrain from engaging in disruptive behavior (e.g., lecture-irrelevant conversations with peers) during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of "E".
- You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom. Audio recorders are permitted in lecture.
- No adult or child visitors are allowed in class without prior permission.
- Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

## REASONABLE ACCOMMODATION

In accordance with the Americans with Disabilities Act [ADA], any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 of the Student Service Center ([http://departments.weber.edu/ssd/handbook/hb\\_07.htm](http://departments.weber.edu/ssd/handbook/hb_07.htm)). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

## PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in oral presentations, must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) "cut & paste" material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author's idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author's exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author's exact words in quotations but fail to cite the source of that information.

### Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

#### *How can I avoid plagiarism?*

You must give credit to the original source whenever you use another's 1) ideas, concepts, or theories, 2) facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), 3) actual spoken or written words, and 4) whenever you paraphrase another's spoken or written words.

#### *When should I quote material?*

You must use quotation marks and an APA-style citation when you use another writer's exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer's.

#### *How do I quote material?*

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Preschoolers often talk out loud to themselves as they engage in activities, such as play. "Piaget called

these utterances *egocentric speech*, reflecting his belief that young children have difficulty taking the perspectives of others” (Berk, 2009, p. 265). By contrast, Vygotsky asserted that preschoolers use language to help them “think about mental activities and behavior and select courses of action” (Berk, 2009, p. 265).

*What is paraphrasing, and how do I do it right?*

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

*Ignorance is not an excuse*; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

<b>COURSE SCHEDULE</b>			
<b>WEEK DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
1	8/25 Introduction 8/27 Prenatal Development 8/29 Prenatal Development	Ch 3 (82-118)	
2	9/1 <b>No Class: Labor Day Holiday</b> 9/3 Video: “Life’s Greatest Miracle” 9/5 Motor Development	Ch 4	CH 3 HW (CR) @ Noon
3	9/8 Motor Development 9/10 Motor Development 9/12 Emotional Development	Ch 10	CH 4 HW (MDL) @ Noon
4	9/15 Emotional Development 9/17 Emotional Development 9/19 Emotional Development		Poster Topic Summary Due
5	9/22 Emotional Development 9/24 Catch-up Day  9/26 <b>No Class for Exam 1</b> 9/24-29 <b>EXAM #1</b>		CH 10 HW (MDL) @ Noon CH 3, 4, 10 Extra Credit @ Noon
<b>WEEK DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
6	9/29 Cognitive Development 10/1 Cognitive Development 10/3 Cognitive Development	Ch 6	

7	10/7	Language Development	Ch 9	<i>Research Summary #1 Due</i> <i>CH 6 HW(MDL) @ Noon</i>
	10/9	Language Development		
	10/11	Language Development		
8	10/13	Language Development		
	10/15	Video: "The Secret of the Wild Child"		
	10/17	<b>No Class: Fall Break</b>		
9	10/20	Self Development	Ch 11 (442-463)	<i>CH 9 HW (MDL) @ Noon</i> <i>Research Summary #2 Due</i>
	10/22	Self Development		
	10/24	Self Development		
10	10/27	In-Class Project ( <i>bring children's book/game/toy</i> )		<i>CH 11 HW (CR) @ Noon</i>
	10/29	In-Class Project ( <i>bring group notes</i> ) and Catch-up Day		<i>CH 6, 9, 11 Extra Credit @ Noon</i>
	10/31	<b>No Class for Exam 2</b>		
	10/29-11/3	<b>EXAM #2</b>		
11	11/3	Friendship	Ch 11 (470-479); Ch 15 (602-619)	
	11/5	Friendship		
	11/7	Friendship		
12	11/10	Moral Development	Ch 12	<i>Summary #3 Due</i> <i>CH 15 HW (CR) @ Noon</i>
	11/12	Moral Development		
	11/14	Moral Development		
13	11/17	Parenting	Ch 14	<i>CH 12 HW (MDL) @ Noon</i>
	11/19	Parenting		
	11/21	Parenting		
14	11/24	Parenting		<i>CH 14 HW (MDL) @ Noon</i> <i>CH 15, 12, 14 Extra Credit @ Noon</i>
	11/26	<b>No Class: Exam 3</b>		
	11/28	<b>No Class: Thanksgiving Holiday</b>		
	11/26-12/3	<b>EXAM #3</b>		
15	12/1	Poster Session #1		
	12/3	Poster Session #2		
	12/5	Poster Session #3		

**NOTE:** Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online "count" as much as policies outlined in the written syllabus.