

**Psychology 3000
Fall 2009**

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Office SS 301 Fax: 6275	Office Hours MF 11:30 a.m.; M 5:00 p.m.; By appointment	
Course Website http://online.weber.edu Wildcat username and password needed		
Text Development of Children by Cole, Cole, & Lightfoot (5 th ed)		

This course is designed to familiarize students with the development of children from birth to late childhood. It is believed that development is best understood as a synthesis of biological, social, cognitive, and psychological processes within cultural contexts. Practical, theoretical, and research orientations to questions are explored with attention to controversial societal issues and practices impacting the development of children. These include the following issues: malnutrition, poverty, aggression, day care, ethnicity, gender, class, and disability. This course is designed to help students do the following:

1. Critically think about the theoretical approaches
 - a. Gain an insight and appreciation for the influences of development, and socio-cultural theoretical frameworks of psychology in adolescent behavior
2. Understand psychology as a science
 - a. Learn about how psychologists conduct research
 - b. Learn about ethics in psychology
3. Learn how to collaborate and communicate with others
4. Apply concepts in everyday life

Course Structure

Through lecture, text, activities, film, two papers, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text, attending/participating in class lectures/discussions, taking notes, completing assignments, taking quizzes/exams on time are critical to student success. As such, it is the student's responsibility to make sure s/he is familiar with the syllabus, to be aware of changes announced in class or through email, and to get copies of note/lecture material through classmates on missed days.

Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor's note) may justify alternative accommodations, but students are responsible for work they miss.

Website <http://online.weber.edu>

This course is web-enhanced. At the wsuonline website, you will find: a copy of the syllabus, powerpoints for lecture material, information about assignments, assessments, and study guides (available 1 week before the test date).

Powerpoints (Found on the course website)

Click on the chapter links to connect to the powerpoints within the powerpoint folder.

Appropriate Classroom Behavior

As learning in this course is a community endeavor, respect for one another is required.

This includes freedom from harassment and dishonesty, respect for others' personal space, and respect for others' appropriate questions and comments in the quest for learning.

This course recognizes the value of collaboration and communication in fostering a productive learning community. To this end, appropriate dialogue with your colleagues is expected. Additionally, beepers, cell phones, texting, social chats, and inappropriate noise may result in student dismissal.

Entradas/Salidas

At least once a week students will be asked to list 2–3 important points from lecture and something they may want to discuss further. Entradas occur at the beginning of class. Salidas occur at the end of a class. Students can earn 1 point for these per week. This exercises afford students the opportunity to process material from that week's lectures.

Discussions

Students write a thorough, critically-examined response to a total of 3 discussion questions posed. You and your assigned group will respond to the question with critical thought. Each member of the group will support her/his thoughts with *citations from the chapter* and submit these to the peer asynchronous discussion on **Thursday/Friday** of the assigned week.

Group members will each respond initially to the question and then to each other's responses.

Responses need to reflect critical thought and be supported by the Cole, Cole, & Lightfoot text theory and research. This is not a forum for unsupported personal opinion, but rather critical inquiry. PLEASE NOTE: "I agree" or "I disagree" are not appropriate responses. Additionally, group members need to be respectful of each others' appropriate responses in the quest for learning.

There should be at least 2 responses made by each group member; 1 to the question; 1 to another group member's response.

Successful submissions will contain the following:

- 1) Evidence of critical thinking & thoughtful consideration of the question (e.g., multiple view-points considered, evidence is evaluated, a logical argument is presented, fact & opinion are separated);
- 2) Content as it reflects material and concepts covered in the course (e.g., multiple appropriate citations from the text and class discussions are included to support the argument;
- 3) Quality and degree of comprehensiveness. All aspects of the question are adequately addressed.

Discussion Rubric

10 Points	5 Points	0 Points
<p>Critical thinking and thoughtful consideration of the question evidenced, Major issues addressed</p> <p>Content as it reflects material and concepts covered in the course (e.g., multiple appropriate citations from the text and class discussions are included to support the argument.</p> <p>Thorough and comprehensive answer to the question</p>	<p>Some evidence of critical thought</p> <p>Content as it reflects material and concepts covered in the course with limited citations</p> <p>Some comprehensive answer to the question</p>	<p>Lack of critical thought, citations, and comprehension</p> <p>Turned in late</p> <p>Failed to turn in at all</p>

Assessments/Quizzes

Assessments are taken from *any site* including your home. They are taken through wsuonline and are open book/open note. Each assessment consists of about 30 questions that you will have *20 minutes* to complete.

There are 14 assessments over the chapters. They are there solely to help you learn about the style of the exams. Since they are designed to help you study, you must take them at least once, but may take them twice. Please note that there is a possible score of **1 point per chapter assessment** which is figured into your grade. They must be taken by their **due dates**. **They cannot be replaced.**

Exams

There are a total of 5 *non-comprehensive exams*. All exams cover material from the text and class. Each exam is worth 100 points and consists of multiple choice questions. All exams are taken at any of the WSU Testing Centers. Testing Center hours:
 Mon 7:30am - 8:00pm Tue 7:30am - 8:00pm Wed 7:30am - 8:00pm
 Thurs 7:30am - 8:00pm Fri 7:30am - 4:30pm Sat 9:00am - 4:30pm

It is your responsibility to know if the Testing Center hours change.

If you know of a conflict with the exam schedule, you may take ANY exam early; however, **no exam may be taken late. There are no make-up exams.** You can drop the lowest score you obtain on any exam *except* the Learning exam. Study guides are available 1 week before the test due date and can be viewed through wsuonline i.e., the website for this course.

All exams are taken through <https://chitester.weber.edu/> on designated dates at WSU Testing Centers or through a **proctor** if you live too far from the testing centers. Students need to go to <https://wsuonline.weber.edu/students/testing/onlinetest.htm> to set up a proctor for distant testing if you live too far from the Testing Centers.

You will need photo identification in order to be admitted into the Testing Centers and you need to arrive on time. Testing Centers give the last test 1 hour before closing. If you are late, you will not be admitted.

Multiple choice test results are available to you immediately after you take the exam. You can review your test errors for two days *after* the test run ends. Reviews can be done from *ANY* site including your home computer. As all of your tests run from **Monday – Tuesday**, all of your reviews are Wednesday – Thursday.

Test questions are not chosen randomly, but are based on material covered in class with support from the text and/or additional research. If you think a test response is incorrect, you can email me the *question with the response* you think is correct and the *text citations* that support your response.

Assignments

Assignments, papers, etc. completed well on assigned dates have the potential to receive 100%.

If assignments, papers, etc. are completed **1 day after** the assigned date, the score earned will be 20% less than if completed on time. If they are completed **2 days late**, the score earned will be 30% less than if completed on time. If they are **more than 2 days late**, the score earned will be 0% less than if completed on time. *e.g., a score of “100” on the assigned date would actually be a score of “80” if 1 day late and a score of “70” if 2 days late. If completed more than 2 days past the due date, then a score of 100 is now “0”.*

Paper

You will have one Annotated Bibliography **paper** due on a *topic relevant to adolescent development* (100 points) and one **group paper** due on *exploring adolescent themes in a film* (100 points).

Your papers must be done in APA format. **Free APA format template address:** <http://www.apastyle.info/free-templates/template-for-word.html> You can also find the APA format in Wordperfect and Microsoft Word programs.

Individual AB Paper Process Evaluation

Action	Points
Selected Topic email	10
5-10 Refereed Journal Articles	25
Outline w/ citations	15
Final APA Style Paper (7 pages long) including Title & Reference Pages	50
TOTAL POINTS POSSIBLE	100

The purpose of this assignment is to allow students to further study childhood themes of interest to them. Successful students will do the following:

Choose a **topic** that is submitted to professor on time. Topics must pertain to developmental research and or theoretical processes in childhood. Check your text for ideas or think about questions you may have about children that you wish answered in greater detail.

Turn in (5-10) refereed journal articles relevant to the topic approved.

There needs to be a cover page, introductory section, sections reflecting integration of the journal articles and a final section summarizing the findings and suggesting recommendations and/or further discussions.

Student will submit their **refereed journals** information to the professor on time.

Student will submit an **outline** to the professor on time.

Students will submit an APA style **paper** to the professor on time.

Childhood Themes in Literature

Paper Rubric

Action	Points
2 Selected Children's Books	5
Outline w/ supporting citations	30
Paper 3 – 5 pages.	40
Final Paper Presentation	25
TOTAL POINTS POSSIBLE	100

Read two children's books on current social themes and compare and contrast them.

Successful students will do the following:

1. Provide a brief description of the book.
2. Utilizing Chall's reading stages, determine the age the book is designed for. Is the book successful in meeting the needs of that age level.
3. Explore gender roles portrayed for the characters in the book. Are they stereotypical? If so, how was this conveyed? If not, how was this conveyed?
4. Explore additional diverse representations in the books. What representations of diversity did you find in the books i.e., ethnicity, SES, PWD, foreign birth, etc. Which populations are missing?
5. Compare and contrast the books selected.
6. In your critical mind's opinion; What was the purpose of the books? What would a child learn from reading these books?

PLAGIARISM AND CHEATING (Shaw's Document, 2004)

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) 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 turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the quotations. Consider the following hypothetical response as an example.

Sociology and social psychology are distinct disciplines. Sociologists "study groups, from small to very large" (Myers, 2003, p. 6). Social psychologists, by contrast, "study average individuals - how one person at a time thinks about others, is influenced by them, relates to them" (Myers, 2003, p. 6).

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism 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). Please refer to the following website for a complete listing of infringements that constitute cheating:
<http://documents.weber.edu/ppm/6-22.htm>

Grading Tables

GRADING TABLE		ACTIVITY	POSSIBLE POINTS	POINTS EARNED
A	93-100%	Entradas/Salidas	13	
A-	90-92%	3 Discussions	30	
B+	87-89%	5 Exams	500	
B	83-86%	14 Chapter Assessments	14	
B-	80-82%	Annotated Bibliography Paper Process	100	
C+	77-79%	Book Paper/ Presentation	100	
C	73-76%	Total Points Possible	757	
C-	70-72%			
D+	67-69%			
D	63-66%			
D-	60-62%			
E	0-59%			

Important Dates

Monday, November 7	Labor Day Holiday
Friday, October 16	Fall Break - No School
Thursday, November 26	Thanksgiving Day Holiday
Friday, November 27	Thanksgiving Day Holiday

"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary."

This syllabus serves as a guide. On the rare occasion a change is made, announcements will be made in class. It is your responsibility to attend class and to know about the changes.

Course Schedule

Week Of	Chapter	Material	Activity
8-24	1	The Study of Human Development	
8-31	2	Human Heritage: Genes & Environment	A1 Due AB Topic Due
9-7	3	Prenatal Development & Birth	A2 Due
9-14	4	Early Infancy	A3 Due Discussion A Due
9-21	5	The Achievements of the First Year	A4 Due Exam 1 Chapters 1 – 3 Due M/T
9-28	6	The End of Infancy	A5 Due
10-5	7	Early Experience & Later Life	A6 Due Exam 2 Chapters 4 - 6 Due M/T Annotated Bibliography Due
10-12	8	Language Acquisition Bilingual Literacy	A7 Due Discussion B Due
10-19	9	Early Childhood: Islands of Competence	A8 Due Submit Book Titles
10-26	10	SPRING BREAK	A 9 Due Exam 3 Chapters 7 - 9 Due M/T
11-2	11	Social Development in Early Childhood	A10 Due Discussion C Due AB Outline Due
11-9	12	The Contexts of Early Childhood Dev	A11 Due
11-16	13	Cognitive & Biological Attainments of Middle Childhood	A12 Due Exam 4 Chapters 9 - 11 Due M/T
11-23	14	Schooling & Development in Middle Childhood	A13 Due Book Paper Due M/T
11-25 & 11-30		Presentations	A14 Due AB Paper Due
12/9/2009		Final Exam Wednesday 10:30 – 12:20	Exam 5 Chapters 12 – 14 Due by Wed