

CHILD PSYCHOLOGY (PSYC 3000-21609)
WEBER STATE UNIVERSITY, FALL 2010
TR 9:00 – 10:15 A.M., SS 317

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	MWF 10-10:30; TR 11:45-12:15; by appt.
OFFICE	SS 362	EMAIL	lshaw@weber.edu (class work in Vista)
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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.

PERSONAL COMMENTARY

This semester we are faced with an unusual circumstance since I am pregnant and due to deliver around 11/13. I have made accommodations to the course schedule and material such that this course will be completed in 13 weeks. Our last day of class will be Thursday, November 11th and you will take your third exam from Thursday, November 11th through Tuesday, November 16th. I appreciate your understanding.

REQUIRED COURSE MATERIALS

- 1) Your textbook is *Child Development*. (8th ed.) by Laura Berk (2009, Boston: Allyn & Bacon). You also need access to MyDevelopmentLab (MDL), an online learning space that integrates an interactive eBook with My Virtual Child, tutorials, video, simulations, and more. MDL access enables you to complete required and extra credit course activities, and to use its many study aids to enhance your learning. Thus, you must purchase either:
 - (a) a non-returnable package of the binder-ready version of the textbook with a MyDevelopmentLab Access Card (ISBN 978-0-205-75464-9) at the WSU bookstore for \$92.60, or
 - (b) the MyDevelopmentLab Access Card with eBook directly from the publisher for \$108.15 (<http://www.ablongman.com/mydevelopmentlab/>).

Basically, the WSU Bookstore has your best option since you will have a “hard copy” and eBook version of the textbook for ~\$16 less than the eBook alone purchased from the publisher. Once you have your MyDevelopmentLab Access Card, please follow the instructions on the Student Registration and Login handout.

- 2) Internet access for course requirements and enhancements
- 3) #2 Pencils for taking exams and 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	24
Exam #2	120	24
Exam #3	120	24
Chapter Homework	90 (9 activities @ 10 pts. each)	18
My Virtual Child Homework	45 (3 activities @ 15 pts. each)	9
TOTAL	495	100

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

A (100-93%)	B- (82-80%)	D+ (69-67%)
A- (92-90%)	C+ (79-77%)	D (66-63%)
B+ (89-87%)	C (76-73%)	D- (62-60%)
B (86-83%)	C- (72-70%)	E (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 in case 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.

CHAPTER HOMEWORK

- Your text came with access to “My Development Lab,” (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 eBook 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 allow 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.
- For chapter 3-Prenatal, you will watch segments of *"Life's Greatest Miracle"* available in Vista and complete a short-answer essay assignment. For chapter 11-Self, you will read an assigned article (Howe, 2003) available in Vista and complete a short-answer essay assignment. For each of the remaining assigned chapters, you will complete **one** multimedia activity. For some chapters, you will have a choice of activities to complete; for other chapters, you will not.
- 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 responses must be complete sentences (not bullet-points) and 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, My Development Lab homework activities are worth a total of 10 points per chapter and 90 points overall (15% of final grade).

"MY VIRTUAL CHILD" (MVC) PARENTING REFLECTION HOMEWORK

- Congratulations! You are the proud parent of a virtual child who you will raise from birth through 10 years (the program runs to 18 years). Your virtual child has a unique set of characteristics at birth, some of which will be influenced by your answers to assessments completed when you first log onto My Virtual Child. These characteristics will gradually emerge and affect his/her behavior and development. There are also universal aspects of development that all virtual children will display. My Virtual Child will give you an opportunity to visualize "the whole child" at various points in development.
- How does MVC work? As your child progresses through each age level, you will read about events occurring in his/her life and you will be asked to make decisions. Answer the way you think you would act as a real parent. The events that happen in your child's life and the decisions you make as a parent will gradually change your child's inborn characteristics, and will shape other child characteristics that emerge after birth. In addition, you will see typical assessments of your child's behavior at various age levels (e.g., pediatrician's report, report cards). The program provides definitions and brief videos to help you understand and visualize various concepts. At any point, you can review past events/questions/answers by clicking on the timeline (top of screen). Click on *"Resume Questions"* to go back to the questions, where you left off. You can log off at any time; your information and completed responses are saved automatically.
- You may wonder if you've given the *"right"* answer and if you are being *"a good parent"*. Some responses may be found in developmental research; others may depend on the child's developmental level or personality. That said, your virtual child will not give you immediate feedback but will gradually change in response to parenting choices, *"innate"* characteristics, random events, and general developmental principles. As in real life, you won't find out whether you have made the *"right"* parenting choices until you see how the child turns out at various ages and in a variety of contexts. Remember: 1) the *"right"* parenting choices are not always obvious, and 2) not all aspects of a child's development are attributable to what parents do (i.e., parenting has limits!).
- You will submit **three** short-answer essay assignments in Vista that address your child's characteristics, achievements, and problems in various domains in infancy, early childhood, and middle childhood.
- My Virtual Child homework will be submitted via the Assignments tool in Vista. Homework must be received **by NOON on the due date** (see Course Schedule). Because each assignment is released in Vista, you may submit your homework early. No late homework will be accepted. Homework responses must be complete sentences (not bullet-points) and will be graded for completion and accuracy. Each homework is worth 15 points, for a total of 45 points overall (9% of final grade). Have fun and learn from this wonderful opportunity to raise your Virtual Child!

EXTRA CREDIT: MY DEVELOPMENT LAB 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 chapter homework, and complete each of the 3 My Virtual Child parenting reflection homework.
- My Development Lab 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) 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: 8/24 to 9/21 at NOON
 - Chapters 6, 9, 11: 9/22 to 10/22 at NOON
 - Chapters 15, 12, 14: 10/23 to 11/16 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, My Development Lab, My Virtual Child, and other relevant web links. You also will be able to stay current with course announcements, your grades, and 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 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) 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

The cancellation deadline is Monday, September 13th; the last day to withdraw from any individual class and to completely withdraw for the semester is Thursday, November 2nd (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). 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.

COURSE SCHEDULE

Week	Date	Topic	Chapter	Assignments (due by NOON)
1	8/24	Introduction		
	8/26	Prenatal	3 (pp. 82-118)	
2	8/31	Motor	4	
	9/2	Motor		<i>Ch 3 HW</i>
3	9/7	Emotional	10	
	9/9	Emotional		<i>Ch 4 HW</i>
4	9/14	Emotional		
	9/16	Emotional		<i>Ch 10 HW</i>
	9/16-21	EXAM #1		
5	9/21	Cognitive	6	
		<i>Exam 1 last day</i>		
	9/23	Cognitive		<i>Ch 3,4,10 Extra Credit MVC HW#1</i>
6	9/28	Language	9	
	9/30	Language		<i>Ch 6 HW</i>
7	10/5	Language		
	10/7	Language (Video: “ <i>The Secret of the Wild Child</i> ”)		<i>MVC HW #2</i>
8	10/12	Self	11 (pp. 442-463)	
	10/14	Self		<i>Ch 9 HW</i>
9	10/19	Self		<i>Ch 11 HW</i>
	10/19-22	EXAM #2		
	10/21	Moral	12	<i>MVC HW #3</i>
	<i>Sat 10/22</i>	<i>Exam 2 last day</i>		<i>Ch 6,9,11 Extra Credit</i>
10	10/26	Moral		
	10/28	Friendship	11 (pp. 470-479)	<i>Ch 12 HW</i>
11	11/2	Friendship	15 (pp. 602-619)	
	11/4	Parenting	14	<i>Ch 15 HW</i>
12	11/9	Parenting		<i>Ch 14 HW</i>
	11/11	Parenting		
	11/11-16	EXAM #3		
13	<i>11/16</i>	<i>Exam 3 last day</i>		<i>Ch 12, 15, 14 Extra Credit</i>

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.