

CHILD PSYCHOLOGY (PSY 3000-31518)
Weber State University, Spring 2010
TR 9:00 – 10:15 a.m., SS 349

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	TR 11:45-12:15; by appt.
OFFICE	SS 362	EMAIL	lshaw@weber.edu (class work in Vista)
PHONE	626-7429	WEBPAGE	http://faculty.weber.edu/lshaw

COURSE DESCRIPTION AND GOALS

Through lectures, discussions, activities, and films, this course will introduce you to the psychology of infants and children. Topics will include basic theories and research methods in developmental psychology, motor, emotional, cognitive, and social development, and the development of the self and interpersonal relationships.

The primary goals of this course are 1) to foster your ability to think critically and creatively about conceptual issues central to the study of child development, 2) to help you understand behavioral aspects (what do children do?) and theoretical aspects (how do psychologists describe and explain what children do?) of child development, and 3) to highlight how developmental concepts and processes can inform practical or “real-life” problems concerning the lives of children. This course is not designed to answer practical questions (e.g., “How do I raise a child?”), but practical implications of developmental theories and research will be drawn throughout the course. This course will be challenging and stimulating. Because psychology as a discipline grows through critical examination and questioning, you are encouraged to delve into course material, to question prevailing assumptions, and to pose thoughtful questions about psychological perspectives on child development.

TEXT AND REQUIRED MATERIALS

- 1) Your textbook is *Child Development*.(8th ed.) by Laura Berk (2009, Boston: Allyn & Bacon). You 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. You must purchase either:
 - (a) a non-returnable package of the binder-ready version of the textbook with a MyDevelopmentLab Access Card (ISBN 978-0-205-68720-6) at the WSU bookstore for \$90.55, or
 - (b) the MyDevelopmentLab Access Card with eBook directly from the publisher for \$104.95 (<http://www.ablongman.com/mydevelopmentlab/>).

Once you have your MDL Access Card, 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	20
Exam #2	120	20
Exam #3	120	20
Chapter Homework	90 (9 activities @ 10 pts. each)	15
My Virtual Child “Parent Forum”	25	4
Course Project	120	20
TOTAL	595	100

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

A (100-93%)	B (86-83%)	C (76-73%)	D (66-63%)
A- (92-90%)	B- (82-80%)	C- (72-70%)	D- (62-60%)
B+ (89-87%)	C+ (79-77%)	D+ (69-67%)	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 in course website.
 - 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, 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. (See the Syllabus Addendum on H1N1 Flu Readiness and Response)
 - **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.
-
-

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

- “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,” “Explore,” “Simulate,” “Watch,” “Practice”).

- For chapters 3-Prenatal (DiPietro, 2004), 11-Self (Howe, 2003), and 15-Friendship (Brody, 2004), you will read an assigned article available online in Vista 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 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)

- 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 you will complete at first log-in. These characteristics will gradually emerge and affect his/her development. There are also universal aspects of development that all virtual children will display. MVC 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 characteristics that emerge after birth. Also, you will see typical assessments of your child's behavior at the end of many age levels (e.g., pediatrician's report, report cards). MVC provides definitions and brief videos to help you understand and visualize some of the various developmental 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 will be saved automatically.
 - You may wonder if you've given the “right” response 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. Your virtual child will gradually change in response to parenting choices, “*innate*” characteristics, random environmental events, and general developmental principles. As in real life, you won't find out if you have made the “right” choices as a parent until you see how the child turns out at various ages and in various contexts. As you raise and learn from your virtual child 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!).
- During a “*Parent Forum*” on **Tuesday, 3/9**, you will discuss in a small group your child's characteristics, achievements and problems (e.g., personality, attachment, motor skills, language, cognition, academic skills...) as relevant to course content. Groups should be prepared to report on their discussion with the whole class.
 - To this end, print out and bring your child's 1) pediatrician report @ 9-months, 2) developmental assessment @ 2 years 6 months, 3) preschool assessment @ 3 years 11 months, 4) pre-kindergarten assessment @ 4 years 10 months, 5) 1st grade report card @ 6 years 11 months, 6) psychologist's report @ 8 years 11 months, 7) 5th grade report card @ 10 yrs 11 months.
- Your participation in the forum is worth 25 points (~4% of course grade). Partial participation earns partial credit. Have fun and learn from this wonderful opportunity to raise your Virtual Child!

COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN INFANCY AND CHILDHOOD Goals and Requirements

- The course 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. To find your empirical/scholarly sources, you will need to use PsycINFO, a web-based search engine available through the Stewart Library, to find the publication details and abstracts of psychology articles from the 1800s to the present day. You can use it to look up the full reference details and abstracts of psychology journal articles.
 - Your poster may be a collection of articles and images, or a collection of articles. However, your poster 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 Proposal:** You must submit a topic proposal that states the particular topic you intend to review for instructor review and approval by **Thursday, January 28th.** The proposal must include the keywords (e.g., “attachment and parenting”), author names, titles and so on you have used in a preliminary literature search on your topic in PsycINFO and the first page of the results list you generated.
 - If you fail to meet this deadline, you will be docked 10% off your final project grade.
- **Source Summaries:** The content of your final poster will be derived from your three sources (and any other relevant information). At three points in the term (see Course Schedule), you will submit a Source Summary, which consists of the complete article to be included in your poster and the relevant summary form (i.e., Empirical or Popular).
 - Articles summarized for 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, volumes or handbooks (not textbooks). If you are uncertain whether your sources are empirical or scholarly, review the links online (e.g., <http://libguides.weber.edu/scholarlyvspopular>) and/or consult Dr. Shaw. If you do not submit an empirical source for Summary #1 or #2, you will be docked 50% of the 25 summary points.
 - The article summarized for Summary #3 may be from either an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine).
 - Source Summaries are due by **NOON** on the due date (see Course Schedule) and are worth 25 points each. Source Summaries will not be accepted via email unless you have obtained instructor approval. Summaries submitted without articles will be docked 30%. Summaries that are not typed will be docked 20%. Late summaries will be docked 10% per 24-hour period, and will not be accepted after the next class period (e.g., if you turn in a Source Summary at the class period after it was due, the Summary grade will be docked 20%). The three Source Summaries comprise ~63% 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 (17 pts.), and their aesthetics and organization (17 pts.). The final assembled poster and presentation comprise ~33% of your course project grade.
- **Poster Session:** On **April 15th**, you will post and stand by your poster to answer classmates’ questions during BLOCK 1 (9:00-9:35 am) or BLOCK 2 (9:40-10:15 am).
- **Peer Evaluations:** During the block 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 ~4% of your course project grade.

- If you are going to be absent for any due date or for the “poster session,” 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	@ 40 points
<u>Evaluation of Classmates’ Posters</u>	<u>@ 5 points (1.67 points for each of 3 evaluations)</u>
TOTAL	= 120 points (~20% of course grade)

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 homework, participate in the My Virtual Child “Parent Forums”, and all elements of the course project.
- 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 (Ishaw@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: 1/5 to 2/5 at NOON
 - Chapters 6, 9, 11: 2/6 to 3/12 at NOON
 - Chapters 15, 12, 14: 3/13 to 4/16 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

You may completely withdraw from the semester at any time. The last day to withdraw from any individual class is Friday, April 9th (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

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Chapter</u>	<u>Assignments (due by NOON)</u>
1	1/5 1/7	Introduction Prenatal Development	3 (pp. 82-118)	
2	1/12 1/14	Video: “ <i>Life’s Greatest Miracle</i> ” Motor Development	4	<i>Ch 3 HW</i>
3	1/19 1/21	Motor Development Emotional Development	10	<i>Ch 4 HW</i>

Week	Date	Topic	Chapter	Assignments (due by NOON)
4	1/26 1/28	Emotional Development Emotional Development		<i>Topic Proposal</i>
5	2/2 2/2-5 2/4 2/5	Emotional Development EXAM #1 Cognitive Development <i>Exam 1 last day</i>		<i>Ch 10 HW</i> <i>Ch 3,4,10 Extra Credit</i>
6	2/9 2/11	Cognitive Development Language Development	6 9	<i>Ch 6 HW</i>
7	2/16 2/18	Language Development Language Development		<i>Summary #1</i>
8	2/23 2/25	Video: “ <i>The Secret of the Wild Child</i> ” Self Development	11 (pp. 442-463)	<i>Ch 9 HW</i>
9	3/2 3/4	Self Development Self Development		<i>Summary #2</i>
10	3/9 3/9-3/12 3/11 3/12	My Virtual Child “Parent Forum” EXAM #2 NO CLASS: Society for Research on Adolescence meeting <i>Exam 2 last day</i>		<i>Ch 11 HW</i> <i>Ch 6, 9, 11 Extra Credit</i>
11	3/15-19	Spring Break		
12	3/23 3/25	Friendship Friendship	11 (pp. 470-479) 15 (pp. 602-619)	
13	3/30 4/1	Moral Development Moral Development	12	<i>Summary #3; Ch 15 HW</i>
14	4/6 4/8	Parenting Parenting	14	<i>Ch 12 HW</i>
15	4/12-16	EXAM #3 4/13 4/15 4/16		<i>Ch 14 HW</i> <i>Poster Session [BLOCK 1: 9-9:35; BLOCK 2: 9:40-10:15]</i> <i>Exam 3 last day</i> <i>Ch 15, 12, 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.