

**Psychology 3000
Spring 2012**

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Office SS 301 Fax: 6275	Office Hours MF 9:30 a.m. and MW 8:15 p.m.	
Course Website http://online.weber.edu Wildcat username and password needed		
Text <u>Infants, Children, & Adolescents</u> , Berk, (7 th ed)		
Please contact me through your wsuonline e-mail or by telephone. If you use groupwise, list 3000 MWF when you write to me.		

This course is designed to familiarize students with the development of children from conception to middle childhood. It is believed that development is best understood as a synthesis of biological, social, 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, etc. If you find it disturbing to discuss controversial issues in a scientific, socio-cultural manner, you should reconsider taking this class.

Learning Objectives for Psychology 3000

Learning Objective	Corresponding Tasks
Students will understand psychology as a scientific discipline and have a basic understanding of statistical and methodological knowledge. They will also understand the 5 major theoretical frameworks.	Ch 1 Quiz 1 1 st In class Discussion Exams Poster Paper
Students will be able to critically apply psychological principles to explain social issues, inform public policy, solve problems, understand themselves, and achieve career goals.	Ch 1 – 13 In class discussions/assignments Quizzes 1 - 13 Exams Poster Paper
Students will share key values with psychologists, i.e., respect for human diversity, appreciation of their civic, social, and global responsibilities, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics.	Ch 1, 11-13 In class discussions/assignments Quizzes 1 - 13 Exams Poster Paper
Students will practice interpersonal and collaborative communication skills in written and oral fashion through papers and group work with others who hold diverse opinions, beliefs, and attitudes.	In class discussions/assignments Virtual Child Poster Paper

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

This is a web-enhanced course. 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). All of your course work will take place through wsuonline with only **exams being taken through chitester**. Go to: <http://online.weber.edu/webct/> Use your wildcat name and password to access it.

Course Structure

Through text, activities, film, papers, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text, participating in class 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 through email and website, and to ask questions for clarification from the instructor. In addition to email, students can also visit the instructor during office hours or call the instructor at her office.

*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. If you are ill, you must send an **email the day of your illness** and continue to keep me informed in order to make alternative arrangements for assignments missed. Failure to contact will result in failing grades for missed assignments.*

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. Additionally, it includes a freedom from unacceptable distractions i.e., talking, texting, cell phone sounds, laptops, sleeping, reading other material, playing games on cell phones or PDA, pagers, etc. If you have any of these items or if you find alternative means of distracting classmates, you will be required to leave the class.

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.

Quizzes

There are weekly "in class" quizzes worth 5 points each on Fridays.

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 50 multiple choice and true/false 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.** 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/onetest.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. Check due dates for your exams.

Test questions are chosen randomly, based on material covered in powerpoints 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 by Monday of the week after the test was taken.

Poster Paper

Students will work together on producing one group poster based on a topic they find interesting and relevant to the development of children. Posters will have an outline of a paper that corresponds to the information to be presented

In Class Activities

Each class students will participate in “in class” activities/discussions. These cannot be made up.

Virtual Child Discussion (*VTD adapted from Russell-Stamp (2011) & Manis (2009)*)

You also get to raise a virtual child! Please go to <http://myvirtualchild.com/> and log in. *You are in Spring 2012 Child Psy:????* The main goal of the program is to provide a means for you to integrate your course work with the practical “experiences” in raising a virtual child through middle childhood.

Make sure you work on the 5 discussion assignments that accompany that experience and meet the deadlines for them. They are at ages 2 years, 5 years, 8 years, 10 years & 12 years. Discussions are due on specific Wednesdays.

This is a time-consuming venture, so please start working on it ASAP and note the due dates for the VC Discussions.

Dates:	January 13th	(end of age 2 discussion)
	March 7th	(end of age 5 yrs. 10 mos. discussion)
	March 21st	(end of age 8 discussion)
	March 28th	(end of age 10 discussion)
	April 4th	(end of age 12 discussion)

For maximum points and successful completion of the discussion assignments, please do the following:

Bring a page of notes about your child to class on the date assigned. Include developmental changes i.e., physical, social, cognitive, and emotional changes, important events, medical appointments, etc.). These notes will prepare you for discussions with your assigned group members.

VC Group Discussions should contain the following:

1. Changes in behavior during the assigned time period and how it relates to the current unit.
2. Problems that particular children or families are having.
3. Recommendations that the parents (your group mates) have for each other on how to approach problems.

One group member must submit a summary sheet of the group discussion to your instructor and fellow group mates through their wsuonline email account. Submissions must meet deadlines to earn full points.

Virtual Child Reflections (*VCR adapted from Russell-Stamp (2011) & Manis (2009)*)

At the beginning and end of the semester, you will reflect on the virtual parenting experience. The reflections should be type-written and double-spaced.

Reflection #1 Due: January 18 (10 points) approximately 1 page

1. What are your expectations for your virtual child?
 - What are your hopes and dreams for your child?
 - What talents and skills do you expect your child to have?
 - What opportunities do you hope to provide for your child?
 - What kind of personality traits do you desire in your child?
 - How do you expect your child to behave during the teen years?
 - What do you expect your child to be like by age 18?

Reflection #2 Due: April 13 (30 points) approximately 2-3 pages

1. To what degree did your child meet your expectations from the beginning of the semester? Discuss specific examples.
2. Identify factors that influenced your child's development. Relate these factors back to Urie Bronfenbrenner's terminology (microsystem, mesosystem, exosystem, macrosystem, chronosystem).
3. Describe some specific ways in which your child developed that appeared to be influenced by factors outside of your control.

4. If you could redo some of the experiences w/ your virtual child would you? If so, what would you change and what difference do you think it would make?

Assignments and/or Worksheets

Students who want to turn in assignments outside of the classroom may do so **prior** to the assignments' due date and time. These assignments are to be turned into the psychology secretary (Social Science Room 370) and must have the date, time, and the secretary's initial.

Corrected assignments will be returned in the classroom. Students failing to pick those up, can pick them up in the box outside my office (Social Science Room 301). Worksheets and other handouts from class will also be available there. **Due to limited space, corrected assignments, worksheets, and other handouts will only be in the box for up to 1 week after they've been given in class.** It is the student's responsibility to pick up their assignments and to keep track of them until the semester's final grades are calculated.

Free APA format address: <http://owl.english.purdue.edu/owl/resource/560/01/> You can also find an earlier edition APA format in Wordperfect and Microsoft Word programs.

PLAGIARISM AND CHEATING (from Kay's 2009 & Shaw's 2004 Documents)

It is critical that all work you submit must be entirely your own and be written exclusively for this course. Cheating on exams or plagiarizing work on papers or presentations will result in immediate failure of the course, as well as other possible disciplinary action. Plagiarism is representing the work of someone else as your own by taking sentences, paragraphs, or sections from other sources without using quotation marks or appropriate references that would credit the original author of the work. Please note the following hypothetical examples as models of appropriate citations:

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).

Please check with me if you have any questions about how to properly cite sources. Since cheating/plagiarism are a form of academic dishonesty and violate University Standards and the Student Code of Conduct, you will receive a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Student. This could result in future academic probation, suspension, or expulsion). For additional information about cheating, please refer to the following website:
<http://documents.weber.edu/ppm/6-22.htm>

Please note the following:

"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."

Important Dates

Dates	Holidays/Occasions
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01/16/2012	MLK Day – No Class
02/20/2012	President's Day – No Class
03/12-03/16	Spring Break - No Classes
4/16/2012	Last Day of Classes
4/17-19/2011	Final Exam Period

Grading

GRADING TABLE		ACTIVITY	POSSIBLE POINTS	WEIGHT
A	93-100%			
A-	90-92%			
B+	83-89%	Quizzes	70	10%
B-	80-82%			
C+	73-79%	5 Exams	250	20%
C-	70-72%	Raise and Discuss Virtual Child	60	30%
D+	63-69%			
D-	60-62%	2 Reflections	40	20%
E	0-59%	1 Major Poster/Paper	100	20%
		TOTAL	520	100

Please note that all assignments are not weighed equally.

This syllabus serves as a guide and contract between you and your professor. Your willingness to continue in the class reflects your acceptance to abide by this contract.

While every effort will be made to adhere to the course outline, all times, topics, and subjects covered will be at the professor's discretion and could change at any time. On the rare occasion a change is made, announcements will be made in class and online. It is your responsibility to be aware of those changes.

Course Calendar

WEEKDATE	DAY/ CHAPTER	READINGS	ACTIVITY
1-2	1: 1	History, Theory & Research Strategies	Child Labor Laws; Ethics & Research Design
1-9	2: 2	Genetic & Environmental Foundations	Reproduction Technology Poverty, neighborhood, & culture
1-16	3: 3	NO SCHOOL MONDAY MLK HOLIDAY	Virtual Child Reflection 1 Due Prenatal environment; Incarceration for drug-using moms; Group Contact
1-23	4: 4	Prenatal Development Birth & the Newborn Baby	Fathers & pregnancy/couvades syndrome; Single Moms EXAM 1 Chapters 1 - 3
1-30	5: 5	Physical Development in Infancy & Toddlerhood	Speech, culture, sleep, & vision: Potty Training VC age 2. Discussion
2-6	6: 6	Cognitive Development in Infancy & Toddlerhood	Language development; Sapir-Whorf; deaf families Annotated Bibliography Due
2-13	7: 7	NO SCHOOL MONDAY PRESIDENTS DAY HOLIDAY	Emotional & Social Development in Infancy & Toddlerhood Temperament, attachment, daycare & culture EXAM 2 Chapters 4 – 6
2-20	8: 8	Physical Development in Early Childhood	Lead exposure; otitis media & language; healthcare
2-27	9: 9	Cognitive Development in Early Childhood	Kid's questions, autism, theory of the mind Group Poster Outline Due
3-5	10: 10	Emotional & Social Development in Early Childhood	Parenting style/impact; Abuse; T.V. violence; Becoming gendered; Forming ethnic identity; Transracial adoption EXAM 3 Chapters 7 – 9 VC age 5 yrs. 10 mos. Discussion
3-(12-16)		SPRING BREAK	
3-19	11: 11	Physical Development in Middle Childhood	Obesity, bedwetting VC age 8. Discussion
3-26	12: 12	Cognitive Development in Middle Childhood	Schooling, ADHD, Bilingual Education VC age 10 Discussion Poster Due w/ notes/outline EXAM 4 Chapters 10 - 12
4-2	13: 13	Emotional & Social Development in Middle Childhood	Divorce & other family structures, Child sexual abuse, bullying, diversity & inequality VC age 12 Discussion
4-9	13		POSTER PRESENTATIONS/ Individual Synopsis Due Virtual Child Reflection 2 Due
4-18	Wednesday	Final Exam 7:00 – 8:50	FINAL EXAM Chapters 13 – 14