

CHILD PSYCHOLOGY (PSYC 3000-32600)
WEBER STATE UNIVERSITY, SPRING 2013
TR 10:30 – 11:45 A.M., SS 349

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	MW 12:30-1 pm; by appt.
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COURSE DESCRIPTION AND OBJECTIVES

This course presents an introduction to the psychology of infants and children. We will cover topics in the areas of prenatal, motor, emotional, cognitive, language, self, and moral development, as well as the development of peer and family relations. By means of reading, completing assignments, raising your own child online (My Virtual Child) and participating in class, you will:

- 1) understand behavioral aspects (what do children do?) and theoretical aspects (how do psychologists explain what children do?) of child development. Specifically, you will learn the basic methodologies, theories and findings that are the foundation of developmental science (birth through childhood).
- 2) apply developmental principles and research to understand children and broader social issues and public policy bearing on child development.
- 3) understand key psychological values (e.g., skepticism, intellectual curiosity, respect for human diversity), the limits of psychological knowledge and skills, the necessity of ethical behavior in all aspects of the science and practice of psychology, and global differences in development.
- 4) will engage in critical thinking about child development and exhibit skills to professionally communicate that understanding to others via written and oral formats.

REQUIRED TEXTBOOK

Berk, L. (2012). *Child Development*. (9th ed.). Boston: Allyn & Bacon.

COURSE NAME: PSY 3000 Spring 2013, COURSE ID: shaw69442

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. Thus, you must purchase either:

- (a) a non-returnable package of the binder-ready version of the textbook with a MyDevelopmentLab Access Card (ISBN 978-0-205-68720-6) at the WSU bookstore for \$98.15, or
- (b) the MyDevelopmentLab Access Card with eBook directly from the publisher for \$93.50 (<http://www.ablongman.com/mydevelopmentlab/>).

Option (a) from the WSU Bookstore gives you a “hard copy” and eBook version of the textbook for ~\$5 more than the eBook only version purchased from the publisher. Once you have your MDL Access Card, follow the instructions on the Student Registration and Login handout in Canvas.

COURSE WEBSITE

- To access the course website in Canvas, go to <https://weber.instructure.com/login>. Log-in with your Wildcat username and password. From the “Courses” tab, click on “PSYC 3000”. You will be able to access the syllabus, PowerPoint handouts to aid in note taking, assignments, video guides, exam reviews, and 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 Canvas issues, email wsuonline@weber.edu or call 626-6499. For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

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
MyVirtualChild "Parent Assignment"	30	5
Course Project	120	20
TOTAL	600	100

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

A (100 - 93%)	B- (82.9 - 80%)	D+ (69.9 - 67%)
A- (92.9 - 90%)	C+ (79.9 - 77%)	D (66.9 - 63%)
B+ (89.9 - 87%)	C (76.9 - 73%)	D- (62.9 - 60%)
B (86.9 - 83%)	C- (72.9 - 70%)	E (59.9 - 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.
- All exams will be administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and will be available in the following testing centers: Social Science, Natural Science, Student Services, Union, Davis Campus, Marriott Health, Morgan, and West. All exams are proctored and require a student ID check. To take an exam, you must show up with your student ID on the correct date (see Course Schedule) at the appropriate times for the testing center you choose. You will not be allowed to take an exam without your ID or if you show up after hours (tests are issued until the closing time listed; you may remain for one hour after that time to complete your exam). The testing center hours are listed at <http://www.weber.edu/TestingCenter/> (currently listed as 7:30am-8pm MTWR, 7:30am-4:30pm F, 9am-4pm S, closed Sunday).
- It is your responsibility to know the testing center's hours of operation and 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. To do so, 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.
- **EXAM REVIEW SHEETS** will be available online one week before the exam period.
- **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.

CHALLENGES

- Missed exam items may be reviewed via Chitester after the exam period closes.
- I carefully design exam questions to have only one answer and review test outputs to evaluate the validity of each question. However, there may be a question that you think is open to more than one interpretation. If so, you may submit a challenge to me in writing (typed, double-spaced) or via email. Challenges must be submitted within 1 week of the exam close date and must explain how the question could be interpreted so that the answer you chose is as "correct" as my answer.
- Your challenge must include the following (challenges missing any of these components will receive no credit): 1) your name, 2) the item number you are challenging, 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 Pearson. 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. After you have registered (see Student Registration and Login handout in Canvas), log in at <http://portal.mypearson.com/mypearson-login.jsp>
- For chapters 3-Prenatal (DiPietro, 2004), and 11-Self (Howe, 2003), you will read an assigned article available online in Canvas and complete a short-answer essay assignment. For each of the remaining 7 assigned chapters, you will complete **1 homework assignment** (see Course Schedule).
- All homework will be completed and submitted via Canvas. Homework must be received by **12:00 pm/NOON on the due date** (see Course Schedule). Once assignments are released in Canvas, you may submit your homework early. No late homework will be accepted.
- Homework responses must be complete sentences (not bullet-points) and in your own words or with direct quotes that include proper references. Responses will be graded according to a rubric (80% accuracy, 20% writing style). MDL homework are worth 10 points per chapter and 90 points overall (15% of final grade).

“MY VIRTUAL CHILD” PARENT ASSIGNMENT (COURSE ID: 6831)

- 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 are influenced by your answers to assessments at first log in. 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. MyVirtualChild (MVC) gives 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'd act as a real parent. The events in your child's virtual life and the parenting decisions you make will gradually change your child's inborn characteristics, and will shape other characteristics that emerge after birth. You also 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 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 to questions and if you are being “*a good parent*”. Some responses may be found in developmental theory and research; others may depend on the child's developmental level or personality. 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*” choices as a parent until you see how the child turns out at various ages and in a variety of contexts. As you raise and learn from your virtual child you should 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!).
- By **12:00 pm/NOON on Tuesday, March 12**, you must complete the MVC simulation through the elementary school years and complete the assignment in Canvas. For the assignment, you will need to submit:
 - your child's 5th grade report card at *10 years 11 months* as documentation of completion of the simulation, &
 - your psychological analysis of (a) your child's social-emotional, cognitive, or language development with *at least one reference* to your text or lecture material, (b) reflections on your parenting style and life events (e.g., mental health, employment), and (c) what you learned and/or were surprised by in the simulation.
- Your response must include complete sentences (not bullet-points) and be in your own words or with direct quotes that include proper references. You response will be graded according to a rubric and is worth 30 points (~5% of course grade). 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, bullying, adoption and outcomes, baby signing, imaginary friends) 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 WSU 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, reflections and images, or a collection of articles and reflections. 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 assignment (via Canvas) that states the particular topic you intend to review for instructor review and approval by **Tuesday, January 29th**. The proposal must include the keywords (e.g., “attachment and parenting style”), 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.
 - Successful completion of the topic proposal will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory proposal) will be reflected by a red “X”. In the grade book, unsuccessful completion will result in 12 points (10% of the 120 points for the project) being docked from the “Assembled Poster & Presentation” 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 assignment (via Canvas) that consists of (1) the complete article to be included in your poster and (2) your responses to the relevant summary questions (e.g., Empirical or Popular).
 - Articles summarized for Source 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/scholarlvspopular>) 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 Source Summary #3 may be from either an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (*submit one article*).
 - Source Summaries are due by **12:00 pm/NOON on the due date** (see Course Schedule) and are worth 25 points each. Summary responses must be complete sentences (not bullet-points) and will be graded according to a rubric (~64% analysis, 20% article & reference, 16% writing style). Summaries submitted without articles will be docked 20%. Late Summaries will be marked down by 10% per 24-hour period, and will not be accepted after 5 days late (including weekends). The three Source 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 during “poster sessions” held on **April 11th and 16th**. On your assigned 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 (available in Canvas) 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)
TOTAL	= 120 points (~20% of course grade)

EXTRA CREDIT: MY VIRTUAL CHILD REFLECTION JOURNAL

- You may complete the extra-credit activity only if you take each of the 3 exams, complete at least 7 of the 9 homework, complete the My Virtual Child Parent Assignment, and complete all elements of the course project.
- Your task is to create a reflection journal based on your experiences raising your Virtual Child.
 - First, you must complete the MyVirtualChild program and raise your Virtual Child to age 18.
 - Second, you must write a *psychological analysis* in response to 12 questions bearing on each of three age periods (~infancy, early childhood, middle childhood) and your overall reflections on the program. The questions to guide your journal entries are available online in the assignment in Canvas. Each question requires a comprehensive (1-2 paragraph) response that includes supporting examples and at least one reference to course notes or your text.
- Extra credit will be awarded for a comprehensive, accurate, and well-written (i.e., includes references, includes supporting examples, has few grammatical errors, well-organized) psychological analysis of your Virtual Child's development. Successful completion of this extra-credit activity will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory journal) will be reflected by a red "X". Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you no extra-credit points.
- My Virtual Child reflection journals may be submitted either 1) online via the assignment in Canvas or 2) in class as a typed paper and are due no later than **Tuesday, April 16th by 12:00 pm/NOON**. Early journals will be accepted at any point in the semester; late journals will not be accepted.

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 January 28th; the last day to withdraw from any individual class and to completely withdraw for the semester is March 26th (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 talking during class unless you are participating in class discussion.
- Please turn off cell phones and other electronic devices in class. It is inappropriate and rude to text or use your cell phone during class. Audio recorders and computers are permitted in class for course purposes.
- Any disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class.
- 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 (by 12:00 PM/NOON)
1	1/8 1/10	Introduction Prenatal Development	3 (pp. 84-118)	
2	1/15 1/17	Video: " <i>Life's Greatest Miracle</i> " Motor Development	4	<i>Ch 3 HW</i>
3	1/22 1/24	Motor Development Emotional Development	10	<i>Ch 4 HW</i>
4	1/29 1/31	Emotional Development Emotional Development		<i>Topic Proposal</i>
5	2/5 2/5-9 2/7	Emotional Development EXAM #1 Cognitive Development	6	<i>Ch 10 HW</i>
6	2/12 2/14	Cognitive Development Language Development	9	<i>Ch 6 HW</i>
7	2/19 2/21	Language Development Language Development		<i>Summary #1</i>
8	2/26 2/28	Video: " <i>The Secret of the Wild Child</i> " Self Development	11 (pp. 446-468)	<i>Ch 9 HW</i>
9	3/4-8	Spring Break		
10	3/12 3/14 3/14-18	Self Development Self Development EXAM #2		<i>MVC Assignment</i> <i>Summary #2</i>
11	3/19 3/21	Friendship Friendship	11 (pp. 476-483) 15 (pp. 607-622)	<i>Ch 11 HW</i>
12	3/26 3/28	Moral Development Moral Development	12	<i>Ch 15 HW; Summary #3</i>
13	4/2 4/4	Parenting Parenting	14	<i>Ch 12 HW</i>
14	4/9 4/9-16 4/11	Parenting EXAM #3 Poster Session #1		<i>Ch 14 HW</i>
15	4/16 4/18	Poster Session #2 NO CLASS: Dr. Shaw @ Society for Research in Child Development meeting		<i>Extra Credit MVC Journal</i>

NOTE: Course schedule and exam dates may change; it is your duty to attend class to learn about changes. This syllabus is our contract: it details your obligations to me, and mine to you.