

CHILD PSYCHOLOGY
PSY 3000
Tues/Thurs 5:30pm-8:10pm
Social and Behavioral Science Bldg Room 349

Instructor:

Brien K. Ashdown, Ph.D.
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Office hours: By Appointment

Textbook:

Cole, M., Cole, S. R., & Lightfoot, C. (2005). *The development of children*. (5th edition). New York: Worth Publishers.

Course Objectives:

Students will:

1. Learn new information about child psychology and development.
2. Not only will students learn new information, they will learn new ways of thinking about child psychology and development. Students will learn these new ways of thinking by:
 - a. Using new knowledge gained from the class as well as existing knowledge to reason and solve problems.
 - b. Confronting (or having the instructor confront) existing mental models about child psychology and development through assignments, quizzes, discussions, lectures, etc.
 - c. Developing new and better mental models through assignments, quizzes, discussions, lectures, etc.
3. Develop critical thinking skills by speaking and writing about the new information and mental models they have received and/or developed
4. Develop, strengthen and/or change personal opinions and viewpoints.
5. Enhance communication skills through speaking and writing.
6. Recognize the role of research in the field of child psychology and development.
7. Relate theories and empirical data to current events and problems that children face in a global, diverse world.
8. Learn and develop the skills required to be good students and productive citizens.

Course Policies:

Attendance: Attendance is required. Because we only meet for 7 weeks this session, missing just one or two classes can be equivalent to missing an entire week's worth of information in a regular semester course. Your final grade will be decreased one letter grade for every tenth of class that you miss. Since we meet 14 times, that means your grade will be decreased by a letter for every 1.5

classes you miss. If you do miss a class, you must get the missed information from a friend or fellow classmate.

Reading: In order to maintain the rigor of a 3-credit course, you will be responsible for reading all of the assigned material. I hope to not simply “re-cover” what you have read in the text. For you to be successful in this course, it is imperative that you read the assigned readings *before* you come to class.

Electronics: Cell phones, PDAs, Blackberries, etc. shouldn't be disrupting class. Please turn them off before class begins each day so that you won't be tempted to answer or respond. Please, no texting in class. Texting in your lap or under your desk doesn't hide it from me. If I see you using your phone in class, I will ask you to leave the room. Laptops are permissible, but should be quiet.

Promptness: Don't be late – it's rude and distracting. If you are late, come in quietly and sit quickly. If you are compulsively and excessively tardy, we'll have to talk!

Participation: Participation in class is required. Some class time will be spent in class discussion, small group discussion, and student activities. Please participate enthusiastically in these activities, and always feel welcome to share your constructive ideas and opinions. I will also expect you to be able to answer questions and make comments when called on in class (whether you're raising your hand or not). This will require that you come to class prepared.

Food and Drink: Eating and drinking in class is fine. However, please remember that there are many students in class trying to pay attention and listen. Be as non-distracting as possible (McDonald's hamburger wrappers can make a lot of noise!).

Respect: Be respectful of other students in the class. Your classmates are entitled to their opinions, and they have the right to share those opinions in class without risk of being insulted or attacked. At the same time, please communicate your opinions in class in a way that is respectful and non-offensive to your fellow classmates.

Cheating: Academic honesty is required. Cheating and plagiarism (representing another's ideas as your own or quoting someone else's words without giving credit) WILL NOT be tolerated. Every student should be aware of the policy on academic honesty adopted by the University. This course will be conducted in accord with the policy. Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include (but not be limited to) cases of plagiarism, collusion (working together), cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the Policy on Academic Honesty. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University. *People caught cheating will receive zero points for that assignment, and if caught a second time will fail the class.*

Disabilities: Students with disabilities who require special accommodations should see me as soon as possible. The University is committed to providing equal access to employment and educational opportunities for persons with disabilities. The objectives are to enable persons with disabilities in the University to function adequately, both personally and professionally. Students with current, documented physical, psychological, or learning disabilities may find assistance through the University.

Assignments: Unless otherwise noted, all assignments will be turned in via email as an attachment in the form of a Microsoft Word document. Please email assignments to my WSU address (brienashdown@weber.edu) by the due date and time for each assignment. Within 24 hours of receiving your assignment, I will email you back to let you know that I've received the file. Make sure your name and email address is in the upper right hand corner of your assignment. Finally, please include your last name in the document's file name. For example, the file name should look something like this: "your_name_assignment_name.doc." I will then grade the assignments in Microsoft Word and return them to you via email.

Late Assignments: Because you will be emailing assignments to me, late assignments will not be accepted. No exceptions.

Most importantly: The only way you will be successful in this course and learn is if you read the assigned material and think about it. Our time in class will be spent trying to help you think about the material. The reading is up to you. Your success in this class (and all other academic pursuits) rests squarely on your willingness to dedicate the time and effort necessary.

Assessment:

Reading Questions	20%
Small Assignments	20%
Each of two Exams	<u>30%</u>
Total	100%

Reading Questions:

To help motivate you to read for each class period, you'll be required to provide questions or comments about your reading. You will write down (these don't need to be typed) at least 3 questions/comments that are prompted by the reading for each day. You will hand these in, not email them. These questions/comments can address something you need cleared up that you didn't understand, something you found particularly interesting, something you strongly agree (or disagree) with, etc. The questions must be thoughtful and complete. They should not be the types of questions that someone could answer by reading (i.e. multiple choice, true/false, vocab questions). They will be graded for content! At times, we may use these questions to help with our discussion of the material. I won't collect them everyday, but you'll need to make sure you have them with you each day just in case I do collect them. If you are absent or not

prepared on a day when I collect reading notes there will be *absolutely no way to make them up*. Combined, the reading notes will account for 20% of your final grade.

Small Assignments:

Small assignments will be handed out in class and posted on BlackBoard. A due date will be on the assignment. Unless otherwise noted, all assignments will be turned in via email to my address (Brien.Ashdown@uvu.edu) as an attached Microsoft Word document. These assignments will help you think about the material we're covering in class. The worth of each assignment will vary. Combined, small assignments will account for 20% of your final grade.

Exams:

There will be two exams during the semester. The exams will be multiple choice. Both exams will be worth 30% of your final grade.

Grading:

A	94-100%	C+	77-79.9%
A-	90-93.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D	60-69.9%
B-	80-82.9%	F	0-59.9%

*Don't ask to have a grade "rounded up." I won't do it. I'm mean like that.

Extra Credit:

You may earn a total of 15 points of extra credit, which will be applied to your final exam score. This can be earned in different ways, but no student may earn more than 15 points. Extra credit can be earned by participating in research when the chance arises, attending special lectures, colloquia, or Psi Chi symposiums that are announced in class as extra credit opportunities. I will announce periodic extra credit opportunities, but the responsibility for seeking out extra credit chances are up to you. If you have any ideas on acceptable ways to earn extra credit please let me know and together we will decide if they are acceptable and how much they should be worth.

Schedule of Classes

Every effort will be made to follow this schedule. Of course, it is possible that it will have to be revised.

Date	Topic	For class this day:
Tuesday, June 30	Class Intro; Studying Development; Theories of Development	Read Chapter 1
Thursday, July 2	No Class	No Class
Tuesday, July 7	Genetics; Prenatal Development and Birth	Read Chapters 2 and 3
Thursday, July 9	Culture and the Niche	Reading Posted on Blackboard
Tuesday, July 14	Infancy	Read Chapters 4 and 5
Thursday, July 16	Infancy cont.	Read Chapters 6 and 7
Tuesday, July 21	Midterm Exam	Study for Midterm
Thursday, July 23	Language and Cognitive Development	Read Chapters 8 and 9
Tuesday, July 28	Social and Moral Development	Read Chapter 10
Thursday, July 30	Context and Institutions	Read Chapter 11
Tuesday, August 4	Middle Childhood	Read Chapter 12
Thursday, August 6	Education and Intelligence	Read Chapter 13
Tuesday, August 11	Social Development in Middle Childhood	Read Chapter 14
Thursday, August 13	Final Exam	Final Exam