Child Psychology (PSYC 3000) (CRN: 33220)  
Spring 2016  
Weber State University- Davis Campus

Instructor Information  
Dr. Melinda Russell-Stamp  
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Phone: 395-3588  
E-mail: melindarussellstamp@weber.edu  
Office Hours: Ogden Campus: Monday (11:30-12:30), Wednesday (9:30-10:30), Davis Campus: Tuesday (1:15-2:15), Thursday (9:30-10:30), or by appointment.

Class Meeting Times and Locations:  
Tuesday & Thursday  
12:00-1:15 p.m.  
Location: Davis Campus Bldg. 2, Room 114

Required Readings  

Course Description  
This course presents an introduction to the psychology of children. We will cover development during four periods: prenatal period (conception to birth), infancy & toddlerhood (birth to 2 years), early childhood (2 to 6 years of age), and middle childhood (6-11 years of age). The following domains of development will be covered: physical, cognitive, and social-emotional. We will also explore how peers, family, and the media influence child development.

Course Goals  
This course is intended to give the student an understanding of the many aspects of psychology.  
Goal 1: Students will understand a core set of content knowledge about child development from a variety of theoretical perspectives and that developmental psychology is a discipline that uses the scientific method and constructs theories to describe and explain child development.  
• Exams, Mastery Quizzes, & Parent Resource Project

Goal 2: Students will be able to critically apply developmental concepts, principles, and research to explain child development and to understand relevant social issues and public policy.  
• Exams, Mastery Quizzes, In-Class Assignments, & Parent Resource Project

Goal 3: Students will understand psychological values (e.g. skepticism, open-mindedness, respect for diversity & dignity of all people), and the nature and sources of variation in the developmental trajectories and outcomes for children.  
• Exams, Mastery Quizzes, In-Class Assignments, & Parent Resource Project.
Goal 4: Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others in oral and written formats.

- Parent Resource Project & In-class assignments.

**Methods of Instruction**
Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is an expectation in this class. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected.

**Canvas Enhancement**
On the course site you will be able to access the course syllabus, power point presentations, study guides, the link for Learn Smart homework, course announcements, and your grades. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on “Psych 3000”. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated on in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

**Method of Evaluation**

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50 points</td>
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<tr>
<td>Exam 3</td>
<td>50 points</td>
</tr>
<tr>
<td>Exam 4</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Test Total:</strong></td>
<td><strong>200 points</strong></td>
</tr>
<tr>
<td>Mastery Quizzes</td>
<td>100 points</td>
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<tr>
<td>(Each chapter quiz is worth 10 points)</td>
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<tr>
<td>In-Class Activities</td>
<td>30 points</td>
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<tr>
<td>Parent Resource</td>
<td>120 points</td>
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<tr>
<td><strong>Assignment Total:</strong></td>
<td><strong>250 points</strong></td>
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<tr>
<td><strong>Total Points:</strong></td>
<td><strong>450 points</strong></td>
</tr>
</tbody>
</table>

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

- A (100-93%)
- A- (92-90%)
- B+ (89-87%)
- B (86-83%)
- B- (82-80%)
- C+ (79-77%)
- C (76-73%)
- C- (72-70%)
- D+ (69-67%)
- D (66-63%)
- D- (62-60%)
- E (59%-0%)

**Exams (see Course Schedule)**
- There will be four examinations in this class. Each exam is non-comprehensive and will cover approximately 1/4 of the course material. Study guides for each exam will be available via the course site.
Exams will be based on in-class lectures and discussions, assigned readings, and videos.

The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “closed-book” and “closed-note”

You will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID. You will not be allowed to take an exam without a photo ID or if you show up after hours. If you would like to make a reservation for the exam you may do so at [www.chitester.weber.edu](http://www.chitester.weber.edu). For information on locations, hours, busy times, policies and more, go to [www.weber.edu/TestingCenter](http://www.weber.edu/TestingCenter).

Davis Campus Testing Center:
Monday-Thursday 8:30 – 8:00 p.m.
Friday 8:30 a.m. – 7:00 p.m.
Saturday 10:00 a.m. – 4:30 p.m.

It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least 4-5 days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which missed exams may be taken. These dates are as follows: **Friday, Feb. 26th & Friday, April 8th**. Mastery quizzes are due by the deadline specified on the syllabus even if you take the exam on the missed exam date.

Missed exams may not be taken on other days so it will be important to plan accordingly.

**Mastery Quizzes (10 quizzes worth 10 points each = 100 total points)**

You will take a mastery quiz for each assigned chapter. These quizzes are designed to help you prepare for the exams. A link for each quiz can be found under the Mastery Quiz heading on Canvas. The quizzes will include 10 questions, randomly selected from a pool of questions. Your score for each quiz is based on the percentage of questions that you get correct (i.e. 100% is 10 points, 80% is 8 points). You can take the quizzes as many times as necessary to acquire the maximum points and to expose yourself to more questions. It is recommended that you take the quizzes after you have read your chapter. Mastery Quizzes must be completed prior to the deadline (see course schedule). **No late work will be accepted.**

**Unit 1:**
Chapter 3: Jan. 11 – Feb. 1 (6:00 p.m.)
Chapter 4: Jan. 11 – Feb. 1 (6:00 p.m.)

**Unit 2:**
Chapter 6: Jan. 11 – Feb. 22 (6:00 p.m.)
In-Class Assignments
Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 9-10 of these activities and each will be worth 5 points. You must be present for six of these activities to earn the maximum points. Thus, attendance will be of the utmost importance. Due to the nature of these activities, they cannot be made-up if a student is absent.

Parent Resource Assignment
Goals and Requirements

• The course project is designed to guide you in the process of integrating and applying course content to real-life developmental issues. You will create a resource for parents (power point, poster, brochure) of empirical and popular information on a topic of your choice that is related to child development. A list of potential topics are listed below. The poster is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue.

• Your final product 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 PsychINFO, a web-based search engine available through the Stewart Library to find the publication details and abstracts of psychology articles from the 1800’s to the present day. You can use it to look up the full reference details and abstracts of psychology journal articles.

Components

• Topic Proposal: Identify your topic and list the three sources that you have found for your project (5 points) Due Date: Feb. 2

• Source Summaries: The content of your final product will be derived from three sources (and any other relevant information). At three points in the semester (Feb. 16, March 15, April 5), you will submit a source summary (via Canvas) that includes the complete article and your answers to the relevant questions (to be provided). All article summaries are due before midnight on the due date.

• Articles summaries #1 (Feb. 16) and #2 (March 15) must be from an empirical/scholarly publication, such as peer-reviewed research journals (e.g. Child Development, Developmental Psychology, Journal of School Psychology),
or chapters from edited books, volumes, or handbooks (not textbooks). If you need assistance determining if your sources are empirical, review the links online (http://libguides.weber.edu/scholarlyspopular) and/or consult with Dr. Russell-Stamp. (25 points each) Summaries will be deducted by 10 points if source is not empirical.

- Article summary #3 (April 5) may be from an empirical/scholarly source or a popular source (e.g. newspaper article, website, magazine). Submit source and answer relevant questions via Canvas. (25 points)

- **Final Product: Due April 21st.** Your final product will compile all of the information from your sources. This information should be presented in a way that is appropriate for a parent audience. You may choose the format in which the information will be presented to the parent (power point, brochure, poster). You will be graded on the following: inclusion of sources with references (10 points), information clearly presented and applicable to audience (10 points), educational value of information (10 points), presentation aesthetically pleasing (10 points).

**Potential Topics:** building resiliency, prenatal health care, childhood obesity, promoting language development, promoting cognitive development, building social skills, bullying, fetal alcohol issues, sleep/sleep routines, learning disabilities, attentional issues, anxiety and fears. adapting to divorce, blended families, parenting, technology/media use, self-esteem. (Other potential topics can be found in the textbook Features at a Glance page (page v).

**Course Expectations**

1. **Absences.** You are responsible for deciding the level at which you will be engaged in this course. While I will not take daily attendance, a portion of your grade is made up of participation points. Students cannot make up these assignments but will be allowed to drop 2-3 this semester without penalty. Students who do well tend to regularly attend class, and students who do poorly tend to regularly miss class. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).

2. **Late Work.** As noted previously, mastery quizzes will NOT BE ACCEPTED LATE. Late papers (such as article summaries) will be deducted 10% per 24 hour period (including weekends).

3. **Class Disruptions**

   Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

   - **Chronic Tardiness.** Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.
**Early Departures.** Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plans at the beginning of the semester.

**Inappropriate Behavior.** Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Students are expected to refrain from using their phones during class-time. Behavior that is disruptive to the learning environment may be cause for discipline under the student code.

4. Students must check with the instructor if they would like to have a visitor attend class with them.

5. Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD’s website for more information: http://weber.edu/ssd.

6. **Academic Dishonesty:** As specified in PPM-IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

7. **Emergency Closure:** If for any reason the university is forced to close for an extended period of time, we will conduct our class on-line and all deadline changes will be announced over Canvas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1/12</td>
<td>Course Overview/Introductions</td>
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<tr>
<td>1/14</td>
<td>Prenatal Development</td>
<td>Chapter 3 (p. 84-118)</td>
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<tr>
<td>1/19</td>
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<td>Chapter 3 (p. 84-118)</td>
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<td>Chapter 4</td>
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<td><strong>Exam 1- (1/27-2/1)</strong></td>
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<td>Cognitive Development</td>
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<td>Chapter 7</td>
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<td>Language Development</td>
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<td>Self-Awareness</td>
<td>Chapter 11 (p. 446-468)</td>
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<td>3/15</td>
<td>Self-Awareness</td>
<td>Chapter 11 (p. 446-468); <strong>Summary #2</strong></td>
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<td>Chapter 11 (p. 476-483)</td>
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<td>3/29</td>
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<td>Chapter 12</td>
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<td>3/31</td>
<td><strong>Exam 3 (3/30-4/4)</strong></td>
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<td>4/5</td>
<td>Families &amp; Parenting</td>
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<td>4/7</td>
<td>Families &amp; Parenting</td>
<td>Chapter 14</td>
</tr>
</tbody>
</table>
4/12     Friendships & Peers     Chapters 15
4/14     Friendships & Peers     Chapter 15
4/19     Media Influences       Chapter 15
4/21     Final Projects         Parent Resource Due

4/22-4/28 Exam 4- Testing Center

PLEASE NOTE: This syllabus is intended to give the student guidance in what will be covered during the course, and will be followed as closely as possible. However the instructor reserves the right to modify, supplement, and make changes as course needs arise.