

**CHILD PSYCHOLOGY (PSY 3000, 20124)**  
**WEBER STATE UNIVERSITY, FALL 2023**  
**TR 10:30– 11:45 AM, VIRTUAL**

**PROFESSOR:** Dr. Leigh Shaw (she/her)

**EMAIL:** [lshaw@weber.edu](mailto:lshaw@weber.edu)

**WEBPAGE:** <http://weber.edu/lshaw>

**VIRTUAL STUDENT HOURS:** 11:45 to noon, always available by appt.



### COURSE DESCRIPTION

This course presents an introduction to the principles and theories of child psychology. We will cover topics bearing on themes of development, prenatal, motor, emotional, cognitive, language, self, and moral development, as well as the development of peer and family relations. This course will help you better understand developmental science and to better advocate for the needs of young people.

### COURSE GOALS AND OBJECTIVES

Goal 1: You will develop a knowledge base in developmental psychology.

Objectives: By means of quizzes, homework, exams, a simulation, and the course project, you will accurately identify developmental concepts and theoretical perspectives, recognize that developmental psychology is a discipline that uses the scientific method and constructs theories to describe and explain human development, and apply developmental concepts.

Goal 2: You will hone scientific inquiry and critical thinking skills.

Objectives: By means of quizzes, homework, exams, a simulation, and the course project, you will accurately use scientific reasoning to interpret developmental phenomena and to explain developmental processes, and you will demonstrate psychological literacy in your understanding of relevant social issues.

Goal 3: You will develop ethical and social responsibility in a diverse world.

Objectives: By means of class discussion, quizzes, and simulation, you will recognize and adopt psychological values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) and identify the nature and sources of variation in developmental trajectories and outcomes for children.

Goal 4: You will develop professional communication skills.

Objectives: By means of homework and the course project, you will gain analytical skills through reading and reflecting on research, develop effective writing for different purposes and professionally communicate your understanding of developmental terms, concepts, and theories to others in written and oral formats.

Goal 5: You will develop as a professional in the field of psychological science.

Objectives: By means of goal-setting surveys and the course project, you will apply developmental content to personal and/or professional goals, exhibit self-efficacy and self-regulation, and refine project management skills.

### COURSE FORMAT, EXPECTATIONS AND ETIQUETTE

- This course will be taught via Zoom, which you can access via a PC/laptop/cellphone ([how to use Zoom](#)) in a synchronous format and with a set course schedule. All course material is available in Canvas.
- Our class sessions are critical for learning together, so please plan to attend all Zoom class meetings (see Zoom tab) on-time and with your camera on. I understand that it may be challenging to keep your camera on for the entire class due to poor internet connection, interruptions in your study environment, and so on. I ask that you do your best and communicate with me so I can better understand your needs and how you can contribute to class. To support your privacy, you can use a virtual background to replace your real background.
- Please keep your microphone muted as the default. If you are logging into class meetings from a public space, including on campus, you should use headphones with built-in microphones. Even though “muting” is your default, our learning depends on your contributions to our discussion. I recognize this is challenging online with a large group. Please use the “raise hand” or Chat functionality so we minimize talking over each other.
- It's easy to change your name and indicate your pronouns on Zoom. On the Zoom in-meeting controls, click Participants. Hover your mouse over your name, then click the ellipses. Click rename. A pop-up box will appear in which you can enter your display name and pronouns.

- I will do my best to use approaches that encourage active participation and I hope you will take advantage of them. One of these approaches is the Zoom’s breakout room feature to facilitate smaller group discussions. I may randomly assign you to a breakout room or I may assign teams. As the host, I can circulate among the breakout rooms to check-in on your discussion and to provide support. You can use the whiteboard features in the breakout rooms to record ideas.
- I will record our Zoom meetings, and you’ll be asked to consent when you join. Recordings will not be shared with anyone outside of our class and they only ‘live’ in our course. I will share recordings with you based on our communication about your course engagement.
- In addition to the obvious – reading chapters before they are discussed in class, completing assignments on-time, and contributing to class discussions – I welcome your feedback regarding how well the class is meeting your needs. I will follow the course schedule and work to create and maintain a class atmosphere in which you feel free to listen to others and express your views and ask questions to increase your learning. We will treat each other with respect and patience – we are all learning and growing.

### COURSE POLICIES

Course policies ensure that the classroom is a safe environment for your learning. Policies on diversity and inclusivity, respect for persons, discriminatory harassment, reasonable accommodation, attendance and class conduct, email etiquette, course recordings, and academic dishonesty are provided in Canvas (see Modules).

### ACADEMIC AND SOCIAL SUPPORT SERVICES

I am excited to help you on your path to learn about developmental psychology, successfully complete my course, and continue on your path toward graduation. Unfortunately, sometimes our path will encounter roadblocks, such as food insecurity, physical and mental health challenges, and family and work-related issues, that threaten your progress. Weber State wants to keep you on your path toward your dreams. Thus, you have available to you many resources to support you academically (e.g., tutoring, Writing Center), technically (e.g., hardware and software for learning), and to be a successful and healthy student (e.g., child care, food pantry, financial aid, campus recreation, counseling and psychological services). Please avail yourself of these resources to “be brilliant” at Weber.

### REQUIRED MATERIALS

**Textbook:** Siegler, R.S., Saffran, J., Eisenberg, N., & Gershoff, E. (2020). *How Children Develop* (6<sup>th</sup> ed.). Macmillan.

ISBN: 9781319349288. Day One Access (<https://www.weber.edu/financialservices/DayOneAccess.html>) & Canvas integration with Worth Publishers Macmillan Learning (Tech Support <https://macmillan.force.com/macmillanlearning/s/>).

Macmillan Learning is committed to *accessibility*. Day One Access offers you the right digital content on the first day of class, at a competitive price. You were billed when you registered for the class at the lowest rate the Wildcat Store could negotiate with the publisher. The e-text and required course assessments will be submitted via the Day One Access with Canvas integration. If you choose to drop the course, you can opt out of Day One Access by the add/drop deadline for a refund. Questions? [dayonehelp@weber.edu](mailto:dayonehelp@weber.edu)

**Technology:** You will use Zoom for class/office hours. Thus, you need access to a PC/laptop/cellphone with webcam, microphone, & internet connection. There is [laptop checkout](#) and [equipment available at the Library](#).

**Canvas:** Course material is available in Canvas. From the “Courses” tab, click on “PSY 3000”. You’ll be able to access the syllabus, PowerPoints, discussion boards, assignments, exam reviews, Achieve, support material, and course announcements and grades. Canvas support: 801-626-6499. Computing support: 801-626-7777

### COURSE ASSESSMENTS AND LEARNING GOALS

	<u>Points</u>	<u>~% of Total</u>	<u>Learning Goal</u>
Administrative Tasks	24	3	5
Learning Curve Quizzes	100 (20 @ 5 points)	14	1, 2, 3
Developing Lives Modules	40 (4 @ 10 points)	8	1, 2, 3
Developing Lives Module Quizzes	20 (4 @ 5 points)		
Research Summary Homework	60 (3 @ 20 points)	8	1, 2, 4
Exams	360 (3 @ 120 points)	50	1, 2
Course Project	120	17	1, 2, 3, 4, 5
<b>TOTAL</b>	<b>724</b>	<b>100</b>	

All assessments - except administrative tasks, exams, and the final poster - have a **24-hour grace period**. Grades are earned, not negotiated. All students receive every possible consideration to ensure their final grade reflects their course performance. Final grades will be assigned based on the percent of total points earned, as follows:

<b>A</b>	(100 - 93%)	<b>B</b>	(86.9 - 83%)	<b>C</b>	(76.9 - 73%)	<b>D</b>	(66.9 - 63%)
<b>A-</b>	(92.9 - 90%)	<b>B-</b>	(82.9 - 80%)	<b>C-</b>	(72.9 - 70%)	<b>D-</b>	(62.9 - 60%)
<b>B+</b>	(89.9 - 87%)	<b>C+</b>	(79.9 - 77%)	<b>D+</b>	(69.9 - 67%)	<b>E</b>	(59.9 - 0%)

## COURSE ASSESSMENTS

### ADMINISTRATIVE TASKS (3% OF TOTAL)

#### SYLLABUS (CANVAS) AND ORIENTATION QUIZZES (ACHIEVE)

- Course content is unlocked upon completion of the syllabus quiz (week 2) with a perfect score (6/6) to ensure your comprehension of the syllabus, course policies, and tips for student success.
- The Achieve Orientation quiz will help familiarize you with how to navigate the Achieve platform (3 points).

#### GOAL-SETTING AND REFLECTION SURVEYS (ACHIEVE, 15 POINTS)

- **Purpose:** These quick, actionable surveys are designed to get you to set goals and reflect on your learning throughout the semester. Each survey will provide insight into the strategies you are using, how you think the semester is going, and more. Surveys are mainly multiple-choice, but some multiple-select and free-response questions. Each survey will help you hone your skills of self-reflection and metacognition.
- **Task:** You will complete an *Intro Survey* (week 2) to help you think about your major, set course goals, and think strategically about how to reach your goals. You will then complete two *Checkpoint Surveys* (weeks 6 and 11) to reflect on course goals and feedback and evaluate your learning strategies.
- **Criteria for Success:** The Intro survey should take ~15 min. and is worth 5 points. Checkpoint surveys should take ~10 min. and are worth 5 points each. You may submit your *Goal-setting and reflection surveys* early; **no late surveys will be accepted.**

### LEARNING CURVE QUIZZES (ACHIEVE, 100 POINTS, 14% OF TOTAL)

- **Purpose:** Learning is facilitated through distributed practice and practice testing. *Learning Curve* uses a game-like interface to guide you through questions catered to your level of understanding and that test your comprehension as you read. Quizzes provide you with practice and low-stakes testing opportunities to develop your understanding of developmental theories and concepts and to hone your critical thinking and scientific inquiry skills.
- **Task:** You will access the *Learning Curve* quizzes through the Macmillan Learning, Modules, or Assignments tab in Canvas. You can start and stop a quiz; *Learning Curve* saves your progress. You can continue to answer as many questions as you want, even after completing the quiz, and you can leave and return to the quiz any time you want to review before an exam. Your task is to fill your “progress bar” by answering questions correctly - the emphasis is on the journey, not the destination. As you answer questions, you have access to hints and links to specific sections in the eBook, and get immediate feedback after each question (which helps to prevent you from forming misconceptions based on incorrect answers). You will complete 20 *Learning Curve* quizzes (7 for Exam 1; 7 for Exam 2; 6 for Exam 3) that correspond with your readings.
- **Criteria for Success:** You get fewer points for answering a question if you need help before getting it right, but you never *lose* points you've earned from previous questions, even if you have to give up and get the answer. Quiz duration varies on how well you know the material when you start. If you don't need hints or make incorrect guesses, you should complete the quiz faster than a student who doesn't know the material well and needs hints, makes incorrect guesses, and/or gives up on some questions.

Quizzes are graded on a **PASS/FAIL** basis. Completing the quiz by the due date will earn you a grade of 100% (4 pts/quiz). Starting but not completing the quiz by the due date will earn you 0%. It is critical that you keep up with your reading. *Learning Curve* quizzes are due just before the exam date on the topic. I strongly suggest you create a schedule and do the quizzes along with our coverage of the topics in class. You will get better reinforcement of the concepts if you tie the quizzes to the lecture. Thus, I suggest that you neither try to complete them all early, nor do you try to cram them all in just before the exam. While *Learning Curve* quizzes have a firm due date, you have a **24-hour grace period** to submit late quizzes for credit. No quizzes are accepted beyond the grace period.

### DEVELOPING LIVES SIMULATION (ACHIEVE, 60 POINTS, 8% OF TOTAL)

- **Purpose:** Congratulations! You will experience “virtual parenthood” via Developing Lives (DL). This is an opportunity for you to apply your learning of developmental theories and concepts and to consider the different stages of development and the choices parents make every day.
- **Task:** DL is comprised of modules. Each module requires completing a portion of the program by answering questions and takes ~20-30 minutes to complete. More time may be spent reading the additional resources and watching videos, which can earn you tokens to purchase items for your baby. DL will give you an opportunity to visualize “the whole child” at various points in development.

In the *Introduction module*, you will design your avatar based on your biological and personality traits. You will choose how to experience parenting in the simulation. You will decide to have a partner or be a single parent. If you choose a partner, you will either create your partner’s avatar or choose a pre-programmed option. The program will randomly assign a socioeconomic status, which should be considered when making choices about child care and schooling. **Best practice:** complete each module in one sitting to avoid losing unsaved work. You should work through the module until you reach the end of module message, making sure to read any Learn More content since this is relevant to the module quizzes. If you cannot complete a module in one sitting, exit the activity to save your work. As you complete each module, you cannot go back and change answers or review scenarios (as in real-life). You can access the Memory Book to see some information for all of the modules you completed.

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 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, 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!).

- **Criteria for Success:** While the DL simulation is a single activity with a single due date (week 14, 40 pts.), you will complete a quiz (5 pts each) by **1 pm on the due date** (see Course Schedule) at the end of the 1) Intro/Prenatal (week 3), 2) Babies and Toddlers (week 7), 3) Early Childhood (week 11), and the 4) Middle Childhood (week 14) modules. The DL quizzes ensure that you carefully read the presented material and stay on pace for completion. Thus, you will earn full credit if you complete all modules and the assigned four quizzes by the due date. While the DL simulation and quizzes have a firm due date, you have a **24-hour grace period** to submit late simulation and quizzes for credit. No simulation or quizzes are accepted beyond the grace period. Modules must be completed in order and the previous module must be completed before moving to the next module.

### RESEARCH SUMMARY HOMEWORK (60 POINTS, 8% OF TOTAL)

- **Purpose:** The psychologically literate individual has content knowledge that can be applied to complex problems and can interpret the meaning of psychological research. The homework is designed to promote your psychological literacy and ability to discuss psychological concepts clearly and accurately in writing.
- **Task:** For each assignment, I selected a brief article that expands on course material (see Modules and Assignments in Canvas). You will read the article and then respond to a set of five short-answer questions to demonstrate your understanding and professional writing.
- **Criteria for Success:** Each homework is worth 20 points for 60 points overall (see rubric in Canvas). Responses will be in complete sentences (not bullet points), in your own words or with direct quotes that include context and proper references. Homework is due in Canvas by **1 pm on the due date** (see Course Schedule). You have a **24-hour grace period** to submit late homework for full credit. After the grace period, late homework will be marked down by 10% per 24-hour period, and will not be accepted after 48 hours/2 days late (-20%). There is no penalty for a late homework because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me immediately to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion.

### EXAMS (360 POINTS, 50% OF TOTAL)

- **Purpose:** Exams test your understanding of developmental theories and concepts and your critical thinking and scientific inquiry skills.
- **Task:** 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 are "open-book" and "open-notes" and consist of 60 multiple-choice questions (worth 2 pts. each). Each exam is worth 120 points for 360 points overall. Exams are administered via Quizzes in Canvas. *You can take exams from any location, but exams have a time limit of 75 minutes. You will need to study and prepare: you won't have the time to look up each item in your notes/text.* To take an exam, log-in to Canvas on the correct date (see Course Schedule) at the appropriate times. You will not be allowed to take an exam outside the testing period.
  - If you have a conflict with the exam schedule, you may work with me to take an exam early at no penalty. 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 **25% penalty**. Late exams are administered at my discretion.
  - Exam review sheets will be available in Canvas ~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 class, you are advised to get the notes from another student.

### EXAM ITEM REVIEWS (EXTRA CREDIT)

- **Purpose:** Because my goal is to help you learn course material and foster your ability to think like about development like a scientific psychologist, it is important for you to reflect on your mistakes. To this end, you have the option to follow the assignment instructions in Canvas in order to learn the material, improve your exam score, and gain insight into your test preparation.
- **Task:** To protect exam security and integrity, **DO NOT** copy and paste exam questions or responses. If you copy and paste the exam questions or responses, you will lose this opportunity. You will need to note the item missed, the correct response, where you found the correct response, and an explanation for why you chose an incorrect response. More detailed instructions are available in the assignment description in Canvas.
- **Criteria for Success:** You may earn **0.5 point** for each missed item that you successfully review. For example, if you missed 15 questions you would have earned 90/120 (75%). If you successfully reviewed each of the 15 missed items, you would earn back 7.5 points (15 \* 0.5), for a revised exam score of 97.5/120 (81.25%). Submit your item reviews via the assignment in Canvas by **1 pm on the due date** (see Course Schedule). Early reviews are encouraged; late reviews and/or reviews that do not include the required elements are not accepted. While reviews have a firm due date, you have a **24-hour grace period** to submit late reviews for credit. No reviews are accepted beyond the grace period. I encourage you to take this opportunity to make the most of what may have been a disappointing performance on any given exam. I believe in your ability to succeed in this course and I am willing to help you do so.

### POSTER PROJECT ON DEVELOPMENTAL ISSUES IN CHILDHOOD (120 POINTS, 17% OF TOTAL)

#### Purpose

- 1) The course project (support materials in Canvas module, Poster & Writing Resources) 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 research-based information on a topic of *your choice* related to child development. You will deepen your knowledge of a self-selected developmental topic, and hone your research, professional communication, and project management skills.
- 2) The project is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue. Be creative and choose a topic that interests you (e.g., *attachment and child/institutional/foster care, language development in deaf infants, bullying, sibling relationships*) and is related to course material. Topics pertaining to abnormal development, disorders or clinical concerns in childhood need to focus on etiology/precursors and developmental issues, not merely symptoms and treatment.
- 3) Your poster will consist of your summary of articles relevant to your topic collected from empirical and popular sources retrieved from *OneSearch* and/or PsycINFO through *Stewart Library*. Your poster may include images in addition to your summaries of the articles.

### **Task Components and Criteria for Success**

- 1) **Topic Proposal:** Every good project starts with a clear topic/question. Thus, your first task is to refine your poster topic in adolescent development.
  - a) You will submit a topic proposal (via Canvas) that states the particular topic you intend to review for instructor review and approval by **1 pm on the due date**. The proposal will include:
    - i) a detailed description of your topic,
    - ii) the keywords (e.g., “*attachment and parenting*”), author names, titles, etc. used in a preliminary search on your topic in OneSearch/PsycINFO,
    - iii) at least 3 references from this search. You can click “cite this item” in Onesearch and choose APA citation format to ensure you have all the appropriate information.
    - iv) a description of how your topic aligns with at least one of the seven themes in child development (see pp. 10-22).
  - b) Successful completion of the topic proposal will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., incomplete/unsatisfactory work) 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. While late proposals are not accepted, there is a **24-hour grace period** and no penalty for a late proposal due to extenuating circumstances, which will be determined via collaboration between instructor and student.
  
- 2) **Summaries:** The content of your poster is derived from your three sources (and any other relevant information). At three points in the term (see Course Schedule), you will submit a Summary (via Canvas) that consists of (1) the complete article and (2) your responses to the relevant summary questions (e.g., Empirical or Popular).
  - a) Articles summarized for Summary #1 and #2 will be from an EMPIRICAL publication, such as peer-reviewed research journals (e.g., *Child Development*, *Developmental Psychology*, *Journal of Research on Adolescence*), or chapters from edited books, volumes or handbooks (not textbooks). If you are uncertain whether your sources are empirical, review the online [links](#) and/or consult Dr. Shaw. Failure to submit an empirical source for Summary #1 or #2 will result in a 50% penalty.
  - b) The article summarized for Summary #3 may be from *either* an EMPIRICAL or a POPULAR source (e.g., news article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (*submit one article*).
  - c) Assignment guidelines are detailed in Canvas; consult the example summaries (A-quality) from previous students available in the Course Poster Project module, Poster & Writing Resources link.
  - d) Summaries are due by **1 pm on the due date** and are worth 25 points each. Summary responses will be complete sentences (not bullet-points) and will be graded according to a rubric (~68% analysis, 20% article & reference, 12% writing style). The three Summaries comprise 62.5% of your course project grade.
    - i) Summaries submitted without articles are docked 20%.
    - ii) You have a **24-hour grace period** to submit late summaries for full credit. After the grace period, late summaries are marked down 10% per 24-hour period, and are not accepted after 5 days late. There is no penalty for late summaries because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me within a day of the due date to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion.
  
- 3) **Final Poster:** You have two options for your “poster” and both require an audio narration of ~5-10 minutes.
  1. You may build a “**traditional**” poster on a poster board or trifold. This poster option requires that you submit
    - a. a photo of your poster and
    - b. an audio/video recording (~5-10 min.) that addresses the five reflection topics below.
  2. You may build an “**electronic**” poster (e.g., narrated PowerPoint, Google Slides, Canva, Prezi). This option requires that you narrate your content (reflection topic #2) and address the five reflection topics below.
  3. All posters and narration will include/address the following:
    - a. Your name, an appropriate title that conveys your poster topic, at least three references, and poster material will be clearly connected to the references (with citations, color coding, numbering, etc.).
    - b. Five reflection topics:
      - 1) Why did you choose this topic for your presentation?
      - 2) Which enduring theme(s) of development (e.g., *individual differences*, *active child*, *nature/nurture*) is/are addressed by your research on your topic?

- 3) A review of the evidence from your research on your topic supported with citations. You need specific evidence from your references that will be supported with citations. Evidence/findings need the context of the study question(s) and methodology to make sense.
  - 4) What surprised you about what you learned in doing the research for your project?
  - 5) What is the “take home message” or conclusion from your research on your topic?
4. Only students who submit at least two summaries for a grade are allowed to submit a final poster.
  5. Final posters are evaluated on their inclusion of the required three articles with appropriate references (6 pts.), the clarity, readability, and educational value of presented material (20 pts.), and their aesthetics (10 pts.). The final poster is worth 30% of your course project grade.
  6. You will 1) submit your poster (photo, video, etc.) in the Poster Project assignment and 2) post the video of your project in the Poster Presentations discussion for peer review by the due date.
  7. There is **no grace period** for the poster projects because of final grade deadlines and the peer poster evaluations. Late posters are marked down by 10% per 24-hour period, and are **not** accepted after 2 days late.

#### 4) Audio/Video Suggestions

- a) You can record yourself talking about your poster with your cellphone or your computer's webcam using the Kaltura Capture app that is free for students. It can be downloaded from [videos.weber.edu](https://videos.weber.edu), clicking the "ADD NEW," then the "Personal Capture," and finally scrolling down and downloading it.
  - b) You can narrate a PowerPoint and upload to Kaltura through the following steps:
    - Prepare your PowerPoint presentation and save the file
    - Under the “Slide Show” tab, click on “record slide show”. Divide up longer slides because you can record ~3 minutes per slide and don’t talk between slides
    - Once you have recorded your narration for each slide, export or create a video (.mp4 file format) from the presentation that incorporates all recorded timings and narrations.
    - Go to [videos.weber.edu](https://videos.weber.edu) and click on the + in the upper right corner to ADD NEW, Media Upload. Agree to the terms and conditions and then upload your .mp4 file.
    - After uploaded, go to My Media, click on the video and click on Share. From there, you will be able to copy the https:// address and include that address in your assignment submission.
    - You can then post that link from Kaltura (instead of the YouTube video link as discussed in the instructions) in the Discussion (Poster Presentations) by following these instructions:  
<https://guides.instructure.com/m/4212/1/190728-how-do-i-link-to-a-youtube-video-in-a-discussion-reply-as-a-student>
  - c) The recording that accompanies the “traditional” poster or the electronic poster should be ~5-10 minutes.
- 5) **Poster Review and Peer Evaluation:** Posters are due on the last day of class (12/7, no grace period). You are required to review six classmates’ posters (see Poster Presentations discussion) and submit your feedback via the Peer Poster Evaluation Quiz by 12/12 (no grace period). Your evaluations of your classmates’ projects comprise 7.5% of your course project grade.

#### EVALUATION OF COURSE PROJECT

Article Summaries	@ 75 points (25 points for each of 3 summaries)
Assembled Poster and Presentation	@ 36 points
Peer Poster Evaluation	@ 9 points (1.5 points for each of 6 evaluations)
<b>TOTAL</b>	<b>= 120 points</b>

## COURSE SCHEDULE

(all class held over Zoom unless otherwise noted/announced)

Week	Date	Topic	Chapter	Assignment (by 1 pm)	Grade
1	8/29	Course Overview & Introductions			
	8/31	Project work/Themes...	1 (pp 1-23)		
2	9/5	Prenatal Dev. & Teratogens	2 (pp. 41-65)	<i>Syllabus Quiz</i>	____/6
	9/7	Teratogens/Brain Dev.	3 (pp. 96-104)	<i>Achieve Orientation Quiz</i> <i>Intro Goal-Setting Survey</i>	____/3 ____/5
3	9/12	The Newborn: States of Arousal	2 (pp. 66-77)		
		The Newborn: Reflexes	5 (pp. 176-196)		
	9/14	Motor Development	11 (pp. 389-401)	<i>DL Prenatal Quiz</i>	____/5
4	9/19	Emotional Development		<i>HW #1</i>	____/20
	9/21	Emotional Development	10 (pp. 366-378)	<i>Topic Proposal</i>	
5	9/26	Emotional Development	12 (pp. 449-454)	<i>LC 1a, 2ab, 3b, 5b, 11a, 10b</i>	____/35
	9/26-30	<b>EXAM 1</b>			____/120
	9/28	Cognitive Development	4		
6	10/3	Cognitive Development		<i>Reflection Checkpoint Survey</i>	____/5
	10/5	Language Development	6	<i>EX 1 Reviews</i> <i>Summary #1</i>	____/0 ____/25
7	10/10	Language Development			
	10/12	<b>CANVAS:</b> Language Development		<i>DL Infants &amp; Toddlers Quiz</i>	____/5
8	10/17	Language: <i>"The Secret of the Wild Child"</i>		<i>Midterm Feedback Survey</i>	
	10/19	<b>NO CLASS: FALL BREAK</b>			
9	10/24	The Self	11 (pp. 401-413)	<i>Summary #2</i>	____/25
	10/26	The Self & Understanding Others	7 (pp. 242-250)		
10	10/31	Self Attributions	9 (pp. 330-332)	<i>HW #2</i> <i>LC 4ab, 6ab, 11b, 7a, 9b</i>	____/20 ____/35
	10/31-11/4	<b>EXAM 2</b>			____/120
	11/2	Peer Relationships	13		
11	11/7	Peer Relationships	9 (pp. 326-330)	<i>Reflection Checkpoint Survey</i>	____/5
	11/9	Moral Development	14 (pp. 489-502)	<i>EX 2 Reviews</i> <i>DL Early Childhood Quiz</i>	____/0 ____/5
12	11/14	Moral Development		<i>Summary #3</i>	____/25
	11/16	The Family	12 (pp. 424-449)		
13	11/21	The Family			
	11/23	<b>NO CLASS: THANKSGIVING</b>			
14	11/28	The Family		<i>HW #3</i>	____/20
	11/30	Catch up/Review		<i>DL Middle Childhood Quiz</i> <i>DL Full Simulation</i> <i>LC 13ab, 14ab, 12ab</i>	____/5 ____/40 ____/30
	11/30-12/4	<b>EXAM 3</b>			____/120
15	12/5	<b>NO CLASS: Poster Preparation</b>			
	12/7	Posters Due		<i>Poster</i> <i>EX 3 Reviews</i>	____/36 ____/0
16	12/12	Finals – review peers' posters		<i>Peer Poster Evaluation Quiz</i>	____/9
	12/15	<i>Graduation/Commencement</i>			
					____/724

**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 agreement detailing our responsibilities to each other. Announcements made in class or online "count" as much as policies outlined in the written syllabus.