

**CHILD PSYCHOLOGY (PSYC 3000-20453)**  
**WEBER STATE UNIVERSITY, FALL 2019**  
**MWF: 9:30 – 10:20 AM, WSU MAIN CAMPUS, LINDQUIST HALL RM. 280**

<b>Professor:</b> Dr. Cade Mansfield	<b>Office Hours:</b> 1:30 to 3:30 M, W and 1:30 to 2:30 F
<b>Office:</b> Lindquist Hall 373	<b>Phone:</b> 801-626-6274
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### Course Description and Learning Objectives

This course presents an introduction to the psychology of 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. Through reading, completing assignments, reflecting on raising your own ‘virtual’ child, and participating in class students will work toward 5 learning goals.

**Goal 1: Knowledge Base.** You will 1) describe key concepts, principles, and overarching themes in developmental psychology, 2) develop a working knowledge of developmental psychology’s content domains, and 3) describe applications of psychology.

**Goal 2: Scientific Inquiry and Critical Thinking.** You will 1) use scientific reasoning to interpret developmental phenomena, 2) demonstrate psychological literacy, 3) engage in integrative thinking and problem solving, 4) interpret developmental research, and 5) incorporate sociocultural factors in your scientific inquiry.

**Goal 3: Ethical & Social Responsibility in a Diverse World.** You will 1) apply ethical standards to evaluate psychological science, 2) build interpersonal relationships, and 3) adopt values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) that build community.

**Goal 4: Communication.** You will 1) demonstrate effective writing for different purposes, 2) exhibit effective presentation skills for different purposes, and 3) interact effectively with others.

**Goal 5: Professional Development.** You will 1) exhibit self-efficacy and self-regulation, 2) and refine project management skills.

### Required Textbook

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

You need access to MyDevelopmentLab (MDL), an online learning space that integrates an interactive eBook with My Virtual Child (MVC), 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 9780205854363) at the WSU bookstore for ~\$130, or

(b) MyDevelopmentLab Access Card w/eBook at <http://www.ablongman.com/mydevelopmentlab/> for ~\$97

(under the student’s box, click “get registered” and follow the instructions).

Option (a) from the WSU Bookstore gives you a “hard copy” and eBook version of the textbook for ~\$33 more than the eBook only version purchased from the publisher. If you purchase through the bookstore, once you have your Access Card, follow the instructions on the MDL & MVC Registration and Login handout in Canvas. **The COURSE ID, which you will need during registration for MDL is mansfield05669.** The course name on MDL is **Child Psychology (Face to Face)**.

### Canvas

- Go to <https://weber.instructure.com/login> and log-in with your Wildcat username and password. From the “Courses” tab, click on “PSY 3000”. You will be able to access the syllabus, handouts, assignments, 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 in Canvas is provided as a courtesy to facilitate 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 handouts, is not in your text, and is critical to your success in this class. For assistance with Canvas, email [wsuonline@weber.edu](mailto:wsuonline@weber.edu) or call 626-6499.

### Course format

- Class will consist of lecture and note taking as well as a large amount of discussion. In class we will talk through the topics that we read about in the text. I hope that you will (and in fact expect you to) participate in class discussions. The BEST way to learn and get your money out of this class is to be actively engaged. So ask questions of me and your fellow students. The lectures will often cover material that supplements your reading

(rather than duplicates the reading). Many resources will be posted on Canvas and we will in-part communicate through Canvas. Thus, you should check be familiar with how it works.

## Learning Activities and Course Grading:

### Content Quizzes

- Prior to each exam you will take a timed quiz on canvas that covers the learning objectives for the current test. These quizzes are meant to help you assess how ready you are for each exam and they will help you prepare for the exams by making you retrieve and apply course concepts. You will not have time to look up all of the answers in your text while taking this quiz so please study the learning objectives prior to starting your quiz. Remember that once you start the quiz the clock is ticking...that means you should **ONLY** start the quiz when you are at a place with reliable internet connectivity AND at a time when you know you will not be interrupted. Use these learning activities to help you prepare well for the exams. There will be 50 questions on these quizzes and each will be worth .5 points. The due dates for these content quizzes are listed in the schedule below. Each of these content quizzes is open for approximately 1 month prior to the due date giving everyone plenty of time to complete them. **Therefore content quizzes cannot be handed in late. If they are not completed before the canvas due date you get a zero. I am sorry, no exceptions.**

### 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 (2 pts each).
- All exams are administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and are available in the following testing centers: Davis, Student Services, Union, Tracey Hall, Marriott Health, Morgan, and West. 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). Testing center hours are listed at <http://www.weber.edu/TestingCenter/>
- 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.**
- **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.

### Exam Item Reviews

- My goal is to help you learn the course material. To this end, it is important for you to reflect on and learn from your mistakes. If you choose to truly learn the material on this exam and you seek to improve your exam score and perhaps gain some insight into your test preparation, you may do the following:
- With your textbook and notes available as a reference, log-in to Chitester to review your exam.
- For each missed item, write down:
  1. the item # as it appears for you **and** for your professor. If this is not present you lose points.
  2. the correct response (*figure it out – use your textbook & notes!*). Do not write out the questions or the responses; simply provide the letter (a, b, c, d) of the correct response.
  3. a statement of exactly where you found the correct response (page # in text, slide from lecture notes...)
  4. a 2-3 sentence HONEST explanation for why you chose one of the incorrect responses. Perhaps you misread the question, didn't study or misunderstood the concept, didn't read the textbook, second-guessed yourself, and/or you just spaced out! This is an opportunity for you to learn from your mistakes!
- You may earn **0.50 points** for each *missed multiple choice item* that you successfully review. For example, if you missed 15 multiple choice questions (and got all of the fill in the blanks) you would have earned 95/125 (76%). If you *successfully reviewed* each of the 15 missed items, you would earn back 7.5 points (15 \* 0.50), for a revised exam score of 102.5/125 (82%), moving you from a C to a B- on the exam.

- Submit your item reviews via the assignment in Canvas by **11:59 pm on the due date** (see course schedule). *Early reviews are encouraged; late reviews are not accepted. Reviews that do not include the required elements are not considered.* Exam item reviews can be completed **only** for exams 1, and 2.
- I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on this exam. I believe in your ability to succeed in this course and I am willing to help you learn from your mistakes and learn about psychology in the process.

### My Virtual Child Simulation

- Congratulations! You are the proud parent of a virtual child to raise from birth through 12 years (the program runs to 18 years). Your virtual child has a unique set of characteristics at birth, some of which will be influenced by your answers to assessments you'll complete about yourself when you first login. These characteristics will gradually emerge and affect his/her development. There are also universal aspects of development that all virtual children will display. My Virtual Child (MVC) will give 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 would 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. In addition, you 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 various developmental concepts. Watch ALL of the videos please. They will help reinforce course 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!).
- **My Virtual Child Set up (5 pts.):** You have until the due date listed on the course syllabus to set up the MVC program. You are welcome to take care of this earlier. But to get these 5 points you need to have the program up and running. To complete this assignment, you need to upload a picture of your virtual child to our canvas page under the appropriate virtual child assignment (you can take a screen shot and upload the screen shot). **PLEASE DO NOT wait until** nearer the due date to set up the program. Some students struggle with the software a bit. So, start early and set it up. There will be an information sheet on Canvas that will help you get the program set up.
- **Parent Forum (20 pts.):** Parents talk about their kids all of the time! On Forum day, come prepared to discuss your child through age 5. You will work in a small group to discuss your child's characteristics, achievements and problems in the context of developmental theory (e.g., personality, attachment, self-awareness, motor skills, language, cognition, academic skills, peer relations, social skills, moral development, parenting style, life events). Group members should be prepared to report on their discussion with the whole class.
  - Prior to the forum day, you will submit (in the Assignments tab) your child's pre-kindergarten assessment (4 yrs 10 mos.) as documentation of completion of the first part of the simulation.
  - On Forum day, Bring your child's pediatrician report at 9-mos., developmental assessment at 2 yrs. 6 mos., preschool assessment at 3 yrs. 11 mos., and pre-kindergarten assessment at 4 yrs. 10 mos. (or bring your computer and look these up). Bringing these to class will help you engage in the discussion and complete the assignment.
- Later in the course, you will submit (in the Assignments tab) your child's 5<sup>th</sup> grade report card as documentation of completing the simulation (**5 pts.**). **All virtual child assignments must be submitted on time or they receive 0 credit. I am sorry. No exceptions.**

### Developmental Concept Illustration Project (groups or individual – you choose)

- As a final project for the course you will explain and illustrate a development concept that you learned about in this class and that you feel is especially important to understanding how children develop. You will get to choose what you consider to be “most important”. This project has two parts.
  - First, you will write a short research-based paper to help you learn more about the concept on which you are going to focus. You will write a research-based description (approx.. 4 double-spaced pages) of the concept that you are illustrating. You will define the concept and discuss its importance for understanding child development. You will then describe findings from modern research on this topic. The research that you incorporate must come from two peer-reviewed journals on developmental psychology. Consider using journals such as *Child Development*, *Cognitive Development*, *Social Development*, *The British Journal of Developmental Psychology* etc., or *Current Directions in Psychological Science* (search for developmental topics). Your textbook will be your 3<sup>rd</sup> source. You will summarize both of the articles, noting information about the research methods and research findings. You will cite your sources in APA format and create an APA-style references page (50 pts.).
  - Second, you will create a presentation that explains and illustrates this concept. The illustration **MUST** be presented using modern technology, for example, you can shoot a movie of whatever you think illustrates this concept, you can create a prezi presentation, you can even record video and explanations in a power point presentation. It is going to be up to you – be creative, have fun. The goal of your illustration work is to show me that you fully understand the concept, show me that you can articulate your knowledge of the concept verbally, and show me that you can apply your understanding to real life developmental issues. You will define the concept in order to give your audience a basic understanding of the concept (draw on your paper for this information). You will then briefly describe why this concept is important for understanding child development (you can have your face or your voice or both in the video). For example, if your concept is Theory of Mind, after defining the concept you can show a younger child failing the false belief task and an older child passing it. In doing so you would establish the age range at which children in general develop Theory of Mind. You would tell your audience what these age ranges are. In addition, you may present visual depictions (graphs anyone?) of data related to your topic. I encourage you to be creative, though accurate, in how you illustrate your concept. Get the permission of anyone who works with you on the video. The video should be at least 3 to 5 minutes long (40 pts.).
- *This assignment may be done in small groups (less than or equal to 3 people).* But I will leave it up to you as to whether or not you want to work alone or with others. Different groups must have different topics so when you propose your video to me you will need to choose 2 different concepts that your team would want to study. Each team member must write his or her OWN description paper choosing at least one unique research paper from the rest of the group.
- You will choose a topic and submit it to me for approval and you will choose two empirical articles at that time and submit those to me for 10 pts. Note, if you are working with others you must submit your team members’ names as well. **The assignments associated with the final project must be handed in on time. No exceptions.**

#### Syllabus Quiz

- You will complete a quiz on the syllabus during the first week of class. This quiz is designed to ensure that you are familiar with key details in the syllabus. You cannot complete any other tasks in the class until you get a perfect score on the syllabus quiz. However, you can take it as often as you need before the due date.

#### In-Class Assignments

- You will periodically receive unannounced in-class assignments to complete. Most of these will be in the form of papers that you hand in to me although some may have an online component. For example, at the start of some classes you will be asked to write (from memory, not notes) some key ideas from the previous lecture or your readings. So, please review your notes after every class. Other times you will be asked to summarize the most important concepts from the day’s lecture – again, from memory, not your notes. These exercises are meant to motivate you keep up with the reading materials, pay attention in class, and to retrieve previously encoded concepts. **If you are not in class you may NOT make up these points.** Depending on timing we will have approximately 40 points from these assignments. Each will be graded on a 3-point scale (**0** absent/incomplete; **3** = Avg. response with some of the details but missing something important or has problems with written expression; **5** complete, well-articulated answer).

Optional Extra Credit (up to 10 points) – Extra credit can only be completed if you have attempted at least 75% of the total assignments in the course (in-class assignments, exams, content quizzes, all of the things listed above). You will raise your Virtual Child to 18 years of age and complete a set of 6 reflection questions on how the child changed over time

and your parenting experience, and others. These will be submitted through Canvas. You will once again follow clean, clear, grammatically correct expository writing guidelines.

### Grade Sources Summary

Source	Possible Points
1. Content Quizzes (3 @ 25 pts. each)	75
2. Exams (3 @ 120 pts. each) – Exam item review pts. added here	360
3. My Virtual Child Components	30
4. Developmental Concept Illustration Project	100
5. Syllabus Quiz	5
6. In-Class Application Assignments (approximately 8 @ 5pts. each)	40
<b>Total Possible Points (approx.)</b>	<b>610</b>

### Class Grading Scale

Grade	Percentage Cutoff	Grade	Percentage Cutoff
A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	F	Below 59.9%

**Course Policies:** These policies are in place to ensure that the classroom is an environment in which you can learn. Not following these policies creates a distracting environment in which I cannot teach in as effectively and in which you and your peers cannot optimally learn.

- *I will be respectful of each of you and your time. You can expect me to be on time to class, to be present and focused in class, to be considerate of your workload as full-time students, and to work with you to help you learn the materials in the course and succeed.* I will typically answer your emails within 24 hours, except for on the weekends. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.
- A note about final grading. Students often want professors to “round” their grades up if they end up close to the next letter grade. I have had to deal with this enough that I am making a formal policy. I will consider rounding your grade to the next letter IF (and only if) 1) you are .25% or closer to the next letter grade, 2) you have great attendance in the class including having completed 85% or more of the in-class assignments, and 3) you have kept up with the course assignments in a timely manner. For example, if you have done those 3 things and have a 92.80% (<.25% away from the next grade) I will strongly consider rounding your grade from an A- to an A. But, if for example you are at 92.74% and have done all of those things I will not consider rounding. Though I like for my students to get the best grades possible from their course I have to draw a line someplace. **Please understand from the start of class that this is the policy** as laid out above.

**Respect for Persons:** We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as differences of opinion among members of the class. I will appreciate everyone complying with these simple rules. We are all adults and one of the most important parts of our own development while taking college courses is learning to fully understand what others are saying and then being able to agree or respectfully disagree with that person.

- **Discriminatory Harassment:** Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense

of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

- The university prohibits all forms of violence, discrimination and harassment, in accordance with university policy. Such behavior may take many forms and include sexual harassment, sexual violence, rape, sexual assault, dating violence, domestic violence, stalking and sexual exploitation.

Specifically, sexual harassment is a type of discriminatory harassment involving unwelcome conduct of a sexual nature directed against a person based on that person's sex, sexual orientation or their gender identity/expression. **Sexual harassment** can range from unwelcome compliments, invitations or requests for sexual favors, sexual advances or other verbal or nonverbal conduct of a sexual nature, to the other more serious behavior such as sexual assault, rape, sexual exploitation, domestic violence, dating violence and stalking. No person may engage in sex-based harassment that creates a hostile environment. This includes harassment which is so severe or pervasive that it denies or limits a student's ability to participate in or benefit from the university's program, unreasonably interferes with an employee's work performance or creates an intimidating or offensive work environment. Both subjective and objective factors are considered when evaluating whether a hostile climate exists.

Students who experience or become aware of any form of violence, sexual violence or sexual harassment are encouraged to immediately report such behaviors. To report any crime or emergency, call 911 or *University Police* at 801-626-6460, 3734 Dixon Parkway. For help responding to non-emergency situations, call any of these offices:

- *Title IX Officer and Director of Affirmative Action/Equal Opportunity*, Barry Gomberg, at 801-626-6240, Miller Administration 101, [bgomberg@weber.edu](mailto:bgomberg@weber.edu)
  - *Dean of Students*, Jeff Hurst, at 801-626-6256, Student Services Center, [jhurst@weber.edu](mailto:jhurst@weber.edu)
  - *Department of Human Resources*, 801-626-6032, Miller Administration 111
  - *University Housing*, 801-626-7275, 1375 Village Loop Road
  - *Weber State Women's Center*, 801-626-6090, Shepherd Union 322
  - If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website:  
<http://departments.weber.edu/aaeeo/>
- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. Refrain from side conversations. 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 instructor approval. Audio recorders and computers are allowed for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).
  - Research evidence indicates that students who text in class get lower grades (Gingerich & Lineweaver, 2014)...don't get a lower grade just because your annoying friend texts you at the wrong time. **Please turn your cell phones off when you come in to class and put them away.** No phone calls, no text messages, no tweets, no games during class. Please. Texting during class is distracting to me and your peers. If you think that some unique situation requires you keeping your cell phone on during class, please talk to me about this before class begins for permission. Please remove your headphones upon entering the classroom.
  - 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.
  - If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
  - LAST DAY TO CANCEL: 9/16/19
  - LAST DAY TO WITHDRAW: 11/5/19
    - **Important:** ceasing participation is not the same as withdrawing. If you are no longer going to be in the class please formally withdraw through the registrar's office! Formal withdrawal will result in a W grade on your transcript whereas not formally withdrawing could mean that you end up with an F.
  - **Important:** Students will practice effective, professional communication with their professor and each other. Below I provide a template that you should follow when emailing your professor, other professors, administrators

at Weber or anyone else who requires a formal email. I include this because emailing is NOT like texting. In emails to people like those listed above, you want to appear competent and somewhat formal. This is just basic protocol of the professional world that you are now in as a college student. Start the body of your email wherever the comma leaves off. The first line should include your class's title (e.g. Psych. 1010) and the class number. After the body of your text you should have a closing. You can use closings like "Best, Best Regards, Sincerely, Thank you, etc. Then type your name and you will usually use your first and last name unless you know that the person knows you well. For example:

*Dear Professor Mansfield,*

*I am in your Psychology 1010 class (course number 20415). I am writing to let you know that I will not be able to be in class on Tuesday because ENTER A GOOD REASON HERE. I plan to get notes from a classmate and just wanted to let you know. Whatever else you want to say goes here....*

*Sincerely,*

*Bob Smith*

### **Reasonable Accommodation**

- 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 upon request. Please refer to SSD's website for more information (<http://weber.edu/ssd>).

### **Academic Dishonesty**

As specified in PPM 6-22 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." 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. 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). Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). Finally, WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course requires that all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company's database.

#### FAQs about Plagiarism, Quotations and Paraphrasing

##### *How can I avoid plagiarism?*

You must give credit to the original source whenever you use another person's actual spoken/written words, whenever you paraphrase another person's spoken/written words, whenever you use another person's ideas, concepts, or theories, as well as facts/statistics/graphs/drawings that are not common knowledge.

##### *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 (which should be minimal in your papers), 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 an author's ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words, 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**. Merely 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 is plagiarism.

### Course Schedule

**NOTE:** Course schedule may change; *it is your duty to attend class to learn about the changes.* Exam dates might change and material to be covered on an exam may change. So please keep up. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online “count” as much as policies outlined in the written syllabus.

#### Lecture and Reading Schedule

	Date	Class Days and Learning Topics	Readings
Exam 1 Materials	8/26/19 (Week 1)	Introduction	Syllabus
	8/28/19 (Week 1)	Basic Issues	Berk Ch. 1 (p. 2-9 and p. 30-31)
	8/30/19 (Week 1)	Basic Issues	Berk Ch. 1 (p. 2-9 and p. 30-31)
	9/4/19 (Week 2)	Prenatal Devel.	Berk Ch. 3 (p. 88-126)
	9/6/19 (Week 2)	Prenatal Devel.	Berk Ch. 3 (p. 88-126)
	9/9/19 (Week 3)	Prenatal Video	Video
	9/11/19 (Week 3)	Motor and Percept. Devel.	Berk Ch. 4
	9/13/19 (Week 3)	Motor and Percept. Devel.	Berk Ch. 4
	9/16/19 (Week 4)	Motor and Percept. Devel.	Berk Ch. 4
	9/18/19 (Week 4)	Brain Devel.	Berk Ch. 5 (p. 184 – 195)
9/20/19 (Week 4)	Brain Devel.	Berk Ch. 5 (p. 184 – 195)	
Exam 2 Materials	9/23/19 (Week 5)	Emotional Devel.	Berk Ch. 10
	9/25/19 (Week 5)	Emotional Devel.	Berk Ch. 10
	9/27/19 (Week 5)	Emotional Devel.	Berk Ch. 10
	9/30/19 (Week 6)	Emotional Devel.	Berk Ch. 10
	10/2/19 (Week 6)	Emotional Devel.	Berk Ch. 10
	10/4/19 (Week 6)	Emotional Devel.	Berk Ch. 10
	10/7/19 (Week 7)	Cognitive Devel.	Berk Ch. 6
	10/9/19 (Week 7)	Cognitive Devel.	Berk Ch. 6
	10/11/19 (Week 7)	Cog Dev. Out of Class Assignment	Berk Ch. 6
	10/14/19 (Week 8)	Cognitive Devel.	Berk Ch. 6
	10/16/19 (Week 8)	Cognitive Devel.	Berk Ch. 6
	10/21/19 (Week 9)	Cognitive Devel.	Berk Ch. 6
	10/23/19 (Week 9)	Language Devel.	Berk Ch. 9
	10/25/19 (Week 9)	Language Devel.	Berk Ch. 9
	10/28/19 (Week 10)	Language Devel.	Berk Ch. 9
10/30/19 (Week 10)	Language Devel.	Berk Ch. 9	
11/1/19 (Week 10)	Language Devel.	Berk Ch. 9	
Exam 3 Materials	11/4/19 (Week 11)	Self and Social Devel.	Berk Ch. 11
	11/6/19 (Week 11)	Self and Social Devel.	Berk Ch. 11
	11/8/19 (Week 11)	Self and Social Devel.	Berk Ch. 11
	11/11/19 (Week 12)	Self and Social Devel.	Berk Ch. 11
	11/13/19 (Week 12)	Self and Social Devel.	Berk Ch. 11
	11/15/19 (Week 12)	Self and Social Devel.	Berk Ch. 11
	11/18/19 (Week 13)	Moral Devel.	Berk Ch. 12
	11/20/19 (Week 13)	Moral Devel.	Berk Ch. 12
	11/22/19 (Week 13)	Moral Devel.	Berk Ch. 12
	11/25/19 (Week 14)	Contexts of Devel.	Ch. 1 p. 26-29
	11/27/19 (Week 14)	Parenting / The Family	Berk Ch. 14
	12/2/19 (Week 15)	Parenting / The Family	Berk Ch. 14
	12/4/19 (Week 15)	Parenting / The Family	Berk Ch. 14
12/6/19 (Week 15)	Parenting / The Family	Berk Ch. 14	

### Assignment Schedule

<b>Assignment</b>	<b>Due Date</b>
Syllabus Quiz	8/30/19
Complete My Virtual Child Set-Up	9/16/19
Exam 1 Content Quiz	9/22/19
Exam 1 (Posts Monday 8AM 9/23)	9/26/19
<i>Optional</i> Exam 1 Item Reviews	10/1/19
Raise Virtual Child through age 5 by this date	10/1/19
Parent Forum Day	10/2/19
Developmental Concept Illustration Project: Topic Choice and Empirical Articles	10/12/19
Raise Virtual Child through age 11 by this date (Upload MVC Completion Evidence)	10/20/19
<i>Optional</i> My Virtual Child Extra Credit	10/20/19
Exam 2 Content Quiz	11/3/19
Exam 2 (Posts Monday 8 AM 11/4)	11/7/19
<i>Optional</i> Exam 2 Item Reviews	11/12/19
Developmental Concept Illustration Project – Research Paper	11/10/19
Developmental Concept Illustration Project – Illustration	12/1/19
Exam 3 Content Quiz	12/8/19
Exam 3 (Posts Monday 8 AM 12/9)	12/12/19