

Psychology 3000 – Child Psychology (33182)

Instructor: Cade Mansfield

Email: cademansfield@weber.edu

Office Hours: By appointment, but I am happy to meet with you at any point. Email me to set up a meeting

Course Location and Meeting Time: Davis Campus Building 2, Rm. 112, 9 AM – 10:15 AM

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

If you do not plan to access the textbook and read it you are likely to do very poorly in the class.

Course Website: To access the course website in Canvas, go to <https://weber.instructure.com/login>. Log-in with your Wildcat username and password. From the “Courses” tab, click on “PSY 3000”. You will be able to access the syllabus, handouts to aid in note taking, assignments, exam reviews, and any web links I post through the semester. You also will be able to stay current with course announcements, stay current with your grades, and you will be able to email your professor and peers. The material available online is provided as a courtesy: it is *NOT* a substitute for attending class. You will be provided with information in class that builds on the information provided in the PowerPoints. Information presented in class may *not be* provided in your text, but will be critical to your success in the class. I *strongly advise* you to bring to class the relevant handouts and use those to guide your note taking in class. For assistance with Canvas issues, email wsonline@weber.edu or call 626-6499. For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

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. By means of reading, completing assignments, and participating in class:

- 1) You 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 human development.
- 2) You will critically apply developmental concepts, principles and research to explain child development and to understand relevant social issues and public policy.
- 3) You will understand psychological values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people), and the nature and sources of variation in developmental trajectories and outcomes for children.
- 4) You will professionally communicate your understanding in an 8-10 minute presentation at the end of the course.

Contact Policy: The preferred method of contacting me for this course is emailing me at cademansfield@weber.edu. My emails from the canvas site are forwarded to this email. So you should be able to contact me from within canvas too. However, when in doubt just type the email address above in your email program. I will make every effort to return all emails within 48 hours. And unless something really strange happens I will practically always respond within 72 hours. As far as office hours go, “By Appointment Only” does not mean I do not want to see

you! “By Appointment Only” means that, because I am an adjunct faculty without an office I cannot be on campus at Weber for drop-by visits. However, if you would like to meet, please email me for an appointment at least 48 hours in advance of the appointment time (if possible) that you would like (be sure to include days and times you can meet with me in your email). I will be happy to find a place for us to meet and chat about the class or your concerns!

Grading:

Source	Possible Points
3 Exams	300
10 Chapter Homework Assignments	100
Portfolio Project	100
Grand Total	500

Scale:

Letter Grade	Percentage Cutoff	Point Range
A	94%	470 points or more
A-	90%	450-469 points
B+	87%	435-449 points
B	84%	420-434 points
B-	80%	400-419 points
C+	77%	385-399 points
C	74%	370-384 points
C-	70%	350-369 points
D+	67%	335-349 points
D	64%	320-334 points
D-	60%	300-319 points
E	Below 60%	318 points or fewer

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 about 50 multiple-choice questions. Exams are "closed-book" and "closed-notes". Exam review sheets will be available online.

All exams are administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and are available in the following testing centers: Social Science, Natural Science, Student Services, Union, Davis Campus, Marriott Health, Morgan, and West. All exams are proctored and require a student ID check. To take an exam, you must show up with your student ID on the correct date (see Course Schedule) at the appropriate times for the testing center you choose. You will not be allowed to take an exam without your ID or if you show up after hours (tests are issued until the closing time listed; you may remain for one hour after that time to complete your exam). The testing center hours are listed at <http://www.weber.edu/TestingCenter/> (currently listed as 8:30am-8:00pm MTWR, 8:30am-4:30pm F, 10am-4:30pm S, closed Sunday). It is your responsibility to know the testing center's hours of operation and to take the exam during the exam period. If you have a conflict with the exam schedule, you may take an exam *early* at no penalty. To do so, discuss your conflict with me so we can make arrangements. If for

whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a **20% penalty**. You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.

EXAM REVIEW SHEETS will be available online one week before the exam period.

IMPORTANT: You are responsible for *all* assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class, you must get the notes from another student.

Exam Item Reviews: My goal is to help you learn the course material and foster your ability to think about child development like a scientific psychologist. 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 an exam and you seek to improve your exam score and perhaps gain some insight into your test preparation, you may do the following:

1. With your textbook and notes available as a reference, log-in to Chitester to review your exam.
2. For each missed item, write down
 - the **item #**
 - 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. You have to do this on your own without the help of other students.
 - a statement of exactly **where you found the correct response** (page # in text, slide from lecture notes...).
 - **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!
3. Submit your item review via the assignment in Canvas by **2 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. Due to final grade deadlines, item reviews can be completed only for exams 1 and 2.**

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 70/100 (70%). 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 77.5/120 (77.5%). I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on an 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 development in the process.

Chapter Homework: The chapter homework assignments will be made up of discussion questions designed to help you integrate and develop your understanding of the major concepts of each chapter.

Homework will be completed and submitted via Canvas by **2:00 pm on the due date** (see Course Schedule). Once assignments are released in Canvas, you may submit your homework

early. Late homework will be marked down by 10% per 24-hour period (and that 24 hour period begins immediately after the deadline so for example a homework assignment submitted at 2:05 pm on the due date is docked 10%). Assignments will not be accepted after 48 hours/2 days late (-20%).

Responses must be in complete sentences (not bullet-points) and in your own words or with direct quotes that include proper references. Responses will be graded according to a rubric (80% accuracy, 20% writing style where writing style includes clearly written, complete and coherent statements that I can follow).

Portfolio Project: Your final project is to create and present a portfolio of real-world examples of some of the most important characteristics of child development that we have covered in this course. Every chapter that we cover will have any number of characteristics that you can present (for example you could present a real-world example of a child displaying concrete operational thinking) so you should choose the ones that are most interesting to you to present to the class. The goals of this assignment are:

- To provide you with a chance to integrate some of the core concepts from the class in a single assignment
- To give you a chance to find real-world examples of class topics.
- To review the major topics at the end of the course as a group.
- To give you a chance to practice giving oral presentations.
- To give you a chance to be agentic in choosing to find examples of characteristics that you are interested in.

For this assignment you can find examples from newspaper articles, magazine articles, videos from YouTube, etc. All of your examples have to be from real sources about real people (i.e. news articles about real people, children and families). Your portfolio should include 8 examples of different features of development. Each example must include the source where you found it. And when you present it to the class you will provide:

- a definition of the feature of development that you are explaining,
- how your example illustrates that feature of development,
- what this developmental characteristic means for the functioning of the person (for example you could present a child older than 6 who is in the news who failed a theory of mind task and tell us what that means for this child's development).

I would like your portfolios to be presented as power-point (or similar software) talks. Your talks should take between 8 and 10 minutes. I want you to be creative and engaged in this project, it should be fun as you are open to choosing any of the topics that interested you. You could have a theme for your presentation like "healthy social development". Then you could show us real-world examples of the major milestones of health social development over time. Use your imagination! On the canvas website I will post an example of a portfolio project from a past class.

We will have a small class and we need everyone to attend and ask questions on the portfolio

presentation days.

I will grade the projects along following rubric (100 points total):

- Accuracy of each illustration - 5 points for each illustration (5X8 = 40).
 - Extent to which each example fully illustrates the developmental characteristic
- Quality of Explanation and definition - 5 points for each characteristic of development (5X8 = 40).
- Quality of the talk (5X3 = 15 points)
 - Coherence = 5 pts.; Eye-contact/engagement = 5 pts.; Power-point polish/following directions = 5 pts.)
- Peer evaluations (5 points). You must evaluate **ALL other presentations** to get all 5 points!

You may get up to 4 points of extra credit by doing up to 2 additional characteristics of development (2 points each).

Extra Credit Assignment (10 points): Community Resource Report - Research a local agency that focuses on promoting positive developmental outcomes for children and/or families (Local being an agency based in Northern Utah). You may want to visit or phone the agency to find out more about them if you cannot get enough information online or by reading about them from other sources. Once you have completed your research complete the template below. Post your report on Canvas under the relevant subject heading by the due date. **Extra Credit will not be accepted after the due date.**

Resource Report Template

- Name and Physical Address of Agency
- Phone Number
- Internet address if applicable
- Specific group served (e.g. children, families, entire communities)
- Purpose/Mission of Agency and what is offered to children and the community by the agency. Be very specific in your description. Tell me how these services might positively promote child development by drawing on concepts (e.g. theories or research findings) we have covered in class or that are in your textbook.
- Brief evaluation of the agency based on course concepts (1 paragraph). Do you think that the agency will be able to serve their group and help support positive development? Why or why not?

COURSE POLICIES

ATTENDANCE AND CLASS CONDUCT:

- I do not take daily attendance; you are responsible to decide the level at which you will be engaged in this course. In my experience, attendance is positively related to course success.
- 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.

- The last day to withdraw for semester classes is March 31st
- 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 and from texting or using your cell phone during class. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. Respectful, professional behavior toward your classmates and instructor is required. 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).

Reasonable Accommodations: 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. I will use turnitin.com when grading your assignments. 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, 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 that this schedule is subject to change. The instructor will make every effort to communicate with students and solicit student opinions about schedule changes)

Week	Date	Day of Week	Class topics and page numbers covered in the text	Materials Due
1	13-Jan	Tues.	Introduction/Syllabus/Goals/Basic Issues (Chapter 1 - p.6-11)	HW Ch. 1&2 By Fri 1/1
	15-Jan	Thurs.	Theories (Chapter 2 - p.14-31)	
2	20-Jan	Tues.	Prenatal Development (Chapter 3 p.88-125)	
	22-Jan	Thurs.	Prenatal Development (Chapter 3 p.88-125)	
3	27-Jan	Tues.	Prenatal Development: Video: Life's Greatest Miracle	HW Ch. 3 by Wed. 1/28
	29-Jan	Thurs.	Early Learning, Motor Skills and Perceptual Capacity (Chapter 4)	
4	3-Feb	Tues.	Early Learning, Motor Skills and Perceptual Capacity (Chapter 4)	HW Ch. 4 by Wed. 2/4
	5-Feb	Thurs.	Emotional Development (Chapter 10)	
5	10-Feb	Tues.	Emotional Development (Chapter 10)	HW CH. 10 by Wed. 2/10 Exam 1 due by Sat. 2/14
	12-Feb	Thurs.	Emotional Development (Chapter 10)	
6	17-Feb	Tues.	Brain Development (Chapter 5 - p.183-190)	
	19-Feb	Thurs.	Cognitive Development (Chapter 6)	
7	24-Feb	Tues.	Cognitive Development (Chapter 6)	HW CH. 5&6 by Wed. 2/25
	26-Feb	Thurs.	Cade at Society for Personality and Social Psychology Conference	
8	3-Mar	Tues.	Language Development (Chapter 9)	
	5-Mar	Thurs.	Language Development (Chapter 9)	
9	10-Mar	Tues.	Spring Break!	
	12-Mar	Thurs.		
10	17-Mar	Tues.	Language Development (Chapter 9)	HW CH. 9 by Wed. 3/18
	19-Mar	Thurs.	Self and Social Development (Chapter 11)	
11	24-Mar	Tues.	Self and Social Development (Chapter 11)	HW CH. 11 by Fri. 3/20
	26-Mar	Thurs.	Self and Social Development (Chapter 11)	
12	31-Mar	Tues.	Moral Development (Chapter 12)	Exam 2 by Sat. 3/28 HW CH. 12 by Sat. 4/1
	2-Apr	Thurs.	Moral Development (Chapter 12)	

13	7-Apr 9-Apr	Tues. Thurs.	The Family - Parenting (Chapter 14) The Family - Parenting (Chapter 14)	HW CH. 14 by Fri. 4/10
14	14-Apr 16-Apr	Tues. Thurs.	Sex Differences (Chapter 13 - p.530-547) Sex Differences (Chapter 13 - p.530-547)	HW CH. 13 by Fri. 4/17
15	21-Apr 23-Apr	Tues. Thurs.	Portfolio Presentations Portfolio Presentations	Extra Credit by Thurs. 4/27
16	28-Apr 30-Apr	Tues. Thurs.	Final Exam Opens Final Exam Ends Here	Exam 3 by Thurs. 4/30