

Psych 3000: Child Psychology
Weber State University
Spring 2015

Instructor: Jordan Hyde
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Office Hours: Tuesday & Thursday 10:15-11:30 am, SS 360
Class Info: Section 32714, Mondays, 5:30 – 8:10 p.m.

Course Description

This course provides an overview of child development from conception through middle childhood. As part of this course we will discuss the nature and development of children, various theories of development, and approaches to understanding the world of children.

Course Objectives and Learning Outcomes

1. *Demonstrate a broad knowledge of the basic concepts of the science of childhood developmental psychology, including theoretical perspectives that guide related research, major critical issues in the field of child development, and differences between various cultural approaches to understanding and rearing children.*
 - a. Measurement: Examinations, quizzes, comprehensive final examination, book projects.
2. *Apply the principles of child psychology to personal and social issues and problems, and particularly to issues relating to children.*
 - a. Measurement: examinations, quizzes, papers, class discussions.
3. *Cultivate traits and skills in preparation to be a successful scientist generally as well as in the field of child psychology, including (but not limited to) 1) enhanced ability to think critically, 2) humility and an awareness of the limitations of one's own knowledge, 3) commitment to ethics, and 4) respect for diversity and for the ways of life and points of view of others.*
 - a. Measurement: In-class discussions, papers, examinations.

Department Objectives:

The WSU Department of Psychology is committed to excellence in undergraduate training in the science of psychology. Curriculum emphasizes acquiring and applying knowledge, maintaining values, and gaining interpersonal and communication skills.

Required Materials:

- Access to this section's Mc-Graw Hill Connect course, which should include an e-text of the following text.
- Martorell, G. (2013). *Child: From birth to adolescence*. New York, NY: McGraw-Hill.
- The following two books:
 - Rogoff, B. (2003). *The cultural nature of human development*. New York, NY: Oxford University Press.
 - Hart, T. (2003). *The secret spiritual world of children*. Novato, CA: New World Library.

Note: Students are NOT required to purchase a hard-copy of the Martorell textbook, and an e-text comes included with access to Connect. Thus, purchasing an access code will be the least expensive option for

students, but they are welcome to also purchase a hard copy of the text. The Rogoff and Hart texts are not included with Connect, but students may purchase either an e-text (i.e. Kindle edition) or a hard copy.

General Values

In addition to pursuing the course objectives listed above, by remaining in this course, students and teachers should agree to live by these general values. In other words, each participant in the course should endeavor to embrace and act in accordance with these values, and the course is designed to help promote these values.

1. Take personal responsibility for your learning
 - a. Ask questions when you don't understand something
 - b. Come prepared to participate in discussions
2. Virtues and skills that promote success
 - a. Respect and charity toward instructor and fellow students
 - i. Recognize the humanity, intelligence, morality, and spirituality of others
 - ii. Acknowledge that disagreements are possible among humane, intelligent, morally upstanding, and spiritually engaged individuals and groups.
 - iii. Conversely, recognize that disagreement does not equal disrespect.
 - b. Humility
 - i. Be open to correction and improvement
 - ii. Be aware of the limits of your own perspective(s)
 - c. Critical thinking
 - i. Search for the strengths AND limitations of various perspectives
 - ii. "Metacognition" – learn to be reflective about your own perspectives, how they develop, what they imply, what their strengths and limitations are, and why you embrace them.
 - iii. Improve ability to understand and appreciate multiple perspectives. Seek to understand the perspective from which others' ideas and behaviors make sense.
 - d. Trust that you can do difficult things
 - i. This includes emotionally difficult things – some topics of this course are difficult to discuss. However, they are valuable professionally and personally, so trust that you can participate in it and grow from the experience.
 - e. Remember the law of the harvest!!! You reap what you sow!
 - f. Everyone can improve somehow!

Grading Scale and Policy

The following table shows the minimum percentage that must be earned for the corresponding letter grade. Note: I do not round – for example, an 89.5% is a B+.

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%

D	64%
D-	60%
F	0%

Course Assignments and Grading: 1000 Points

1. Exams – 525 Points (52.5% of final grade)
 - a. There will be six exams in the course. Each exam will cover the material from the readings preceding it, and the final exam will also include a comprehensive portion. Each exam will be worth between 75-150 points and will be composed of multiple choice (and possibly essay) items.
2. Cultural Perspectives Assignments – 225 Points Total (22.5% of final grade)
 - a. Chapter outlines – 15 points each/150 Points total (one score will be dropped) (≈15% of final grade)
 - i. For each assigned reading from the supplementary texts the student will turn in a 2-3 page (maximum) length outline of the chapter. At the end of the outline, students will also include a brief summary of 1) their response to the chapters and 2) how they think the chapters integrate with the primary textbook. An example with some more specific guidelines will be provided.
 - b. Group presentation – 75 Points (7.5% of final grade)
 - i. In order to help personalize the supplementary text, students will present on the supplementary texts. Students will present in small groups, and presentations will consist of 1) a general review of the content, 2) real-life examples of the concepts in action, and 3) the submission of a multiple choice quiz that will assess the extent to which the readers of the other text understood the presentation. More details will be discussed in class and a rubric will be provided through Canvas.
3. LearnSmart Preparation Assignments – 12.5 Points Each/150 Points Total (one score will be dropped) (15% of final grade)
 - a. Before each class period, students are expected to complete the LearnSmart assignments that are administered through McGraw-Hill Connect. Other materials will also be made available and encouraged, but preparation for the class will be measured by the successful completion of these assignments before class.
4. Be a Kid Again – 100 Points (10% of final grade)
 - a. For one day (or a total of 8 hours, at least 2 hours at a time) students will get to be a kid again! Students will follow a child (ages 3-10) and do everything they do. Students will then write a summary that 1) reports a log of the activities for the 8 hours, in at most 15 minute intervals (i.e. a note for every 5 minutes would be fine, because it provides more detail, but a note for every 30 minutes will be too little detail), and 2) describes 10 ways in which the experience provided an opportunity to see the course concepts in action. More details will be discussed in class and a rubric will be provided.
5. Attendance policy
 - a. Students are allowed two absences without penalty. Additional absences will be penalized 40 points each.

Note: Late work is not accepted except in extenuating circumstances. Any concerns should be brought to my attention ahead of time (when possible) or as soon as possible (such as in the case of emergencies). Assignments with scores that drop cannot be made up, because the purpose of dropping these assignments is to accommodate extenuating circumstances. Also, it is highly unlikely that I will offer

extra credit, so do your best work the first time around, and be sure to ask for help early if you are struggling.

University Policies

- *Weber State Policies:* In keeping with the principles of the Weber State Plagiarism Policy, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Using someone else's work without giving appropriate credit is an act of plagiarism. This may result in a failing grade in the course and additional disciplinary action by the university. It is the university's expectation and my own expectation that each student will abide by all University Policies. For more information, see <http://documents.weber.edu/ppm/6-22.htm>.
- *Preventing Sexual Discrimination and Harassment:* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. Weber State's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Opportunity (EEO) Officer (Barry Gomberg, Miller Admin 101: 801-626-6240)
- *Students with Disabilities:* Weber State University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (801-626-6000). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedure. See <http://www.weber.edu/ssd> for more information.
- *Academic Honesty Policy:* Weber State University Student Code states that students must maintain academic ethics and honesty. Cheating includes copying from another student's test, using materials during a test not authorized, collaborating with any other person during a test without authorization, knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official, bribing any other person to obtain any test, soliciting or receiving unauthorized information about any test, substituting for another student or permitting any other person to substitute for oneself to take a test, and any other act of knowingly being involved in arranging fraudulent academic credit or false transcripts.
- *Plagiarism Policy:* Writing submitted for credit at Weber State must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

- *Classroom Technology:* Use of laptops or other products can be helpful and is allowed to students who wish to use them to take notes. However, they can be distracting if used for other purposes. In order to prevent distracting other students (or being distracted yourself), focus on only taking notes for class, but nothing else, even if you think it is distantly related to class (for example, doing your homework during a class discussion is not appropriate even though it is a class-related activity.) My policy is to trust students until I'm given a reason not to trust them. Details will be discussed on the first day of class.

Caveats

1. There may be times when unforeseen circumstances will require minor adjustments to the syllabus and schedule for this course. I reserve the right to make adjustments, but I commit to doing so only as needed and with the following restrictions:
 - a. No adjustments will require more work than is laid out in this syllabus. Any changes will require equal or less work.
 - i. Example: suppose a new study is published that completely revolutionizes the way psychologists think about psychology's history. I would probably want to address this through readings and class discussions. If so, I would remove other readings of approximately equal length.
 - b. No adjustments will precipitate more stringent grading requirements. In other words, no change will lower the grade students have received on prior work, nor will it make it more difficult for them to succeed than is described in this syllabus.
 - c. Changes will only be made if the class will be substantially better as a result of the change and/or if circumstances in the class seem to make changes absolutely necessary.
 - d. Any changes will be made only after students have had the opportunity to provide feedback on it. I will ultimately decide what I think is best, but I will seek input from students regarding how potential changes will affect them. I will consider that feedback seriously.
 - i. Note: any potential changes will be discussed in class, and so attending class is the only way to have the opportunity to provide feedback.
2. There may be times when we will discuss sensitive subjects in this class. We may even discuss ideas that are (or at least seem) contradictory to your personal, religious, or other cultural ideas. Know that this is to increase your awareness of the theories, findings, and opinions that are pertinent to the field of psychology, to encourage critical reflection of your positions, and (in some cases) to encourage you to reflect on the sources of your positions (for example, is your position necessarily required by your religious/professional/cultural/ethical commitments, or is there room for differences of opinion within these traditions?) I will never intentionally be dismissive or disrespectful to anyone's personal/religious/cultural etc. perspectives.
 - a. If you are ever offended, confused, or concerned about anything at all in this class, do not be afraid to talk to me about it! Most likely it is a misunderstanding that can be cleared up and the whole class will benefit from clarification.