

CHILD PSYCHOLOGY (PSYC 3000-32780)
WEBER STATE UNIVERSITY, SPRING 2016
MWF 10:30 – 11:20 A.M., SS 349

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	MWF 10:00-10:30 am; by appt.
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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. By means of reading, completing assignments, raising your own ‘virtual’ child 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 of developmental terms, concepts, and theories to others in written and/or oral formats.

REQUIRED TEXTBOOK

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

You need access to MyDevelopmentLab (MDL), an online learning space that integrates an interactive eBook with My Virtual Child, 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 ~\$125, or
- (b) MyDevelopmentLab Access Card w/eBook at <http://www.ablongman.com/mydevelopmentlab/> for ~\$97.

Option (a) from the WSU Bookstore gives you a “hard copy” and eBook version of the textbook for ~\$28 more than the eBook only version purchased from the publisher. Once you have your Access Card, follow the instructions on the MDL &MVC Registration and Login handout in Canvas (PSY 3000 32780 Spring 2016 COURSE ID: shaw50715).

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 or call 626-6499.
- You cannot unlock any course content/modules until you complete the syllabus quiz (20 questions, due in week 2) with a perfect score (2/2) to ensure your comprehension of course policies and assignment guidelines.

GRADING

	<u>Points</u>	<u>% of Total</u>
Syllabus Quiz	2	0.3
Exam #1, #2, #3	360 (3 @ 120 pts. each)	60
Chapter Homework	90 (9 @ 10 pts. each)	15
MyVirtualChild “Parent Forum”	30	5
Course Project	120	20
TOTAL	602	100

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

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

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. 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/> (most sites MTWR 8:30am-8pm, F 8:30am-4:30pm, Sat 10am-4:30pm, 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 this 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:
 - a) the **item #**
 - b) 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.
 - c) a statement of exactly **where you found the correct response** (page # in text, slide from lecture notes...)
 - d) 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 **0.5 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 review via the assignment in Canvas by **1 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 adolescent development in the process.

CHAPTER HOMEWORK

- Your text came with access to “My Development Lab,” (MDL) an online product from Pearson. MDL combines multimedia, tutorials, video, simulations, and more to let you explore aspects of child development firsthand and to make your learning more meaningful. MDL also includes an eBook and multimedia activities are placed in context throughout the E-book through the use of icons (Ask Yourself, Biography, Quick Review, Simulation, Watch). After registration, log in at <http://portal.mypearson.com/mypearson-login.jsp>
- For chapters 3-Prenatal (DiPietro, 2004), and 11-Self (Howe, 2003), you will read an assigned article available online in Canvas and complete a short-answer essay assignment. For each of the remaining 7 assigned chapters, you will complete **1 homework assignment** (see Course Schedule).
- Homework will be completed and submitted via Canvas by **1 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 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). MDL homework are worth 10 points per chapter and 90 points overall (15% of final grade).

“MY VIRTUAL CHILD” (MVC) PARENT FORUM (**COURSE ID: 17447**)

- Congratulations! You are the proud parent of a virtual child who you will raise from birth through 10 years (the program runs to 18 years). Your virtual child has a unique set of characteristics at birth, some of which are influenced by your answers to assessments at first log in. These characteristics will gradually emerge and affect his/her behavior and development. There are also universal aspects of development that all virtual children will display. MVC gives 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'd 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. You also 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 developmental 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!).
- Parents everywhere talk to each other and compare “*notes*” on their children. This is the purpose of the “*Parent Forum*” on ***Friday, 3/4***. By this date, you must complete the MVC simulation through the elementary school years (~age 11). You will submit (in the Assignments tab) your child's 5th grade report card at *10 years 11 months* as documentation of completion of the simulation.
- In class, you will work in a small group to discuss your virtual 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 will take roll and submit this to the department secretary to document attendance.
- Your completion of the simulation through ~ age 11 and your participation in the Parent Forum is worth 30 points (~5% of course grade). Partial participation earns partial credit. Have fun and learn from this opportunity to raise your Virtual Child!

COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN INFANCY AND CHILDHOOD

Goals and Requirements

- The course project 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 empirical and popular information on a topic of your choice related to child development. The project is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue. Please 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.
- Your poster will consist of articles relevant to your topic collected from EMPIRICAL/SCHOLARLY and POPULAR sources. To find your empirical/scholarly sources, you will need to use PsycINFO, a web-based search engine available through the Stewart Library, to find the publication details and abstracts of psychology articles from the 1800s to the present day. You can use it to look up the full reference details and abstracts of psychology journal articles.
 - Your poster may be a collection of articles and images, or a collection of articles. However, your poster cannot merely be a presentation of images. Because you may cut out and glue the information for your final poster, you must have a copy of or own the material presented in your poster!

Components

- Topic Proposal: You must submit a topic proposal assignment (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 must include the keywords (e.g., “attachment and parenting”), author names, titles and so on you have used in a preliminary literature search on your topic in PsycINFO and the first page of the results list you generated.
 - Successful completion of the topic proposal will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory proposal) 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.
- Source Summaries: The content of your final poster will be derived from your three sources (and any other relevant information). At three points in the term (see Course Schedule), you will submit a Source Summary assignment (via Canvas) that consists of (1) the complete article to be included in your poster and (2) your responses to the relevant summary questions (e.g., Empirical or Popular).
 - Articles summarized for Source Summary #1 and #2 must be from an EMPIRICAL/SCHOLARLY 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 links online (<http://libguides.weber.edu/scholarlvspopular>) and/or consult Dr. Shaw. If you do not submit an empirical source for Summary #1 or #2, you will be docked 50% of the 25 summary points.
 - The article summarized for Source Summary #3 may be from either an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (*submit one article*). For further clarification of the assignment guidelines, consult the example summaries (A-quality) from previous students available in the Course Poster Project module, Poster & Writing Resources link.
 - Source Summaries are due by **1 pm on the due date** and are worth 25 points each. Summary responses must be complete sentences (not bullet-points) and will be graded according to a rubric (~64% analysis, 20% article & reference, 16% writing style). Summaries submitted without articles will be docked 20%. Late Summaries will be marked down by 10% per 24-hour period, and will not be accepted after 5 days late (including weekends). The three Source Summaries comprise 62.5% of your course project grade.
- Final Poster: Your final poster should be assembled on a piece of poster board and must include a title that conveys your poster topic, your name, and course name. Only students who submit at least two article summaries for a grade are allowed to present a final poster. Final posters will be evaluated on their inclusion of the required three articles with appropriate references (6 pts.), the clarity, readability, and educational value of presented material (15 pts.), and their aesthetics (15 pts.). The final poster and presentation comprise 30% of your course project grade.
- Poster Sessions: Posters will be presented during “poster sessions” held during weeks 15-16. On your assigned

- presentation day, you are required to post and stand by your poster to answer classmates' questions.
- Peer Evaluations: On the day(s) you are not scheduled to present, you are required to complete a detailed poster evaluation form (available in Canvas) assessing the content and organization of six classmates' posters. Your evaluations of your classmates' projects comprise 7.5% of your course project grade.
 - If you are going to be absent for any due date or for a "poster session" period, notify me in advance so that we can work out an alternative arrangement to ensure your full participation.

EVALUATION OF COURSE PROJECT

Weekly Article Summaries	@ 75 points (25 points for each of 3 summaries)
Assembled Poster and Presentation	@ 36 points
Evaluation of Classmates' Posters	@ 9 points (1.5 points for each of 6 evaluations)
TOTAL	= 120 points (~20% of course grade)

EXTRA CREDIT: MY VIRTUAL CHILD REFLECTION JOURNAL

- You may complete the extra-credit activity only if you take each of the 3 exams, complete at least 7 of the 9 homework, participate in the MVC "Parent Forums", and complete all elements of the course project.
- Your task is to create a reflection journal based on your experiences raising your Virtual Child.
 - First, you must complete the My Virtual Child program and raise your Virtual Child to age 18.
 - Second, you must write a *psychological analysis* in response to 12 questions bearing on each of three age periods (~infancy, early childhood, middle childhood) and your overall reflections on the program. The questions to guide your journal entries are available online in the assignment in Canvas. Each question requires a comprehensive (1-2 paragraph) response that includes supporting examples and at least one reference to course notes or your text.
- Extra credit will be awarded for a comprehensive, accurate, and well-written (i.e., includes references, includes supporting examples, has few grammatical errors, well-organized) psychological analysis of your Virtual Child's development. Successful completion of this extra-credit activity will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory journal) will be reflected by a red "X". Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you no extra-credit points.
- My Virtual Child reflection journals may be submitted either 1) online via the assignment in Canvas or 2) in class as a typed paper and are due no later than **1 pm on the due date**. Early journals will be accepted at any point in the semester; late journals will not be accepted.

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.
- 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.
- The cancellation deadline is February 1st; the last day to withdraw for semester classes is March 29th.
- 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. 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 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, 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

Week	Date	Topic	Chapter	Assignments (by 1:00 PM)
1	1/11 1/13 1/15	Introduction Prenatal Development Prenatal Development		3 (pp. 84-118)
2	1/18 1/20 1/22	NO CLASS: MLK Holiday Prenatal Development Motor Development	4	<i>Syllabus Quiz</i> <i>Ch 3 HW</i>
3	1/25 1/27 1/29	Motor Development Motor Development Emotional Development	10	<i>Ch 4 HW</i>
4	2/1 2/3 2/5	Emotional Development Emotional Development Emotional Development		<i>Topic Proposal</i>
5	2/8 2/10 2/10-13 2/12	Emotional Development Emotional Development EXAM #1 Cognitive Development	6	<i>Ch 10 HW</i>
6	2/15 2/17 2/19	NO CLASS: Presidents' Day Cognitive Development Cognitive Development		<i>Summary #1; EX 1 Reviews</i>
7	2/22 2/24 2/26	Language Development Language Development Language Development	9	<i>Ch 6 HW</i>
8	2/29 3/2 3/4	Language Development Video: "The Secret of the Wild Child" Video Discussion & Virtual Child Parent Forum		<i>Summary #2</i>
9	3/7-11	Spring Break		
10	3/14 3/16 3/18	Self Development Self Development Self Development	11 (pp. 446-468)	<i>Ch 9 HW</i>
11	3/21 3/21-24 3/23 3/25	Self Development EXAM #2 Friendship Friendship		<i>Ch 11 HW</i>
			11 (pp. 476-483) 15 (pp. 607-622)	
12	3/28 3/30 4/1	Friendship Moral Development Moral Development	12	<i>Summary #3</i> <i>EX 2 Reviews; Ch 15 HW</i>

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Chapter</u>	<u>Assignments (by 1:00 PM)</u>
13	4/4 4/6 4/8	Psychology Symposium (Union, Mandatory Attendance) Moral Development Parenting	14	<i>Ch 12 HW</i>
14	4/11 4/13 4/15 4/15-18	Parenting Parenting Parenting EXAM #3		<i>Ch 14 HW</i>
15	4/18 4/20 4/22	NO CLASS: Exam 3/Poster Preparation Poster Session #1 Poster Session #2		
16	4/25 4/26-28 4/29	Poster Session #3 FINALS <i>Graduation/Commencement</i>		<i>Extra Credit MVC Journal</i>

NOTE: Course schedule and exam dates may change; it is your duty to attend class to learn about changes. This syllabus is our contract: it details your obligations to me, and mine to you.