

**CHILD PSYCHOLOGY (PSYC 3000-31373)**  
**WEBER STATE UNIVERSITY, SPRING 2020**  
**TR 9:00 – 10:15 AM, LH 201**

<b>PROFESSOR</b>	Dr. Leigh Shaw	<b>OFFICE HOURS</b>	30 min before & after class, by appointment
<b>OFFICE</b>	LH 377	<b>EMAIL</b>	<a href="mailto:lshaw@weber.edu">lshaw@weber.edu</a> (class work: Canvas)
<b>PHONE</b>	626-7429	<b>WEBPAGE</b>	<a href="http://weber.edu/lshaw">http://weber.edu/lshaw</a>

### COURSE DESCRIPTION

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.

### COURSE LEARNING GOALS AND OUTCOMES

Through reading, completing assignments, and participating in class, you will attain these learning goals and outcomes:

**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 can purchase

1) an eBook directly from Pearson for \$59.99 (see <https://www.pearson.com/store/p/child-development/P100002506620/9780205927593>), or

2) a hard copy of the text used from the WSU Bookstore or your preferred online seller (e.g., Amazon, Textbooks.com, Chegg.com, Ebay).

I have arranged complimentary access to My Virtual Child (course ID: 27490) to enhance your learning and will provide you with an access code.

### 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" 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 content in class that is not sufficiently detailed in handouts, not in your text, and is critical to your success in this class. Canvas support: [wsuonline@weber.edu](mailto: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.

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

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

**GRADING**

	<u>Points</u>	<u>% of Total</u>
Syllabus Quiz	2	0.3
Research Summary Homework	45 (3 @ 15 pts. each)	7.5
Exam #1, #2, #3	360 (3 @ 120 pts. each)	59.8
My Virtual Child Applications	75 (3 @ 25 pts. each)	12.5
<u>Course Project</u>	<u>120</u>	<u>19.9</u>
<i>TOTAL</i>	<i>602</i>	<i>100</i>

**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 are "closed-book" and "closed-notes" and consist of 60 multiple-choice questions (worth 2 pts. each). Exam review sheets will be available in Canvas one week before the exam period.
- All exams will be administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and are available in the following testing centers: *Social Science, Tracy Hall, Library, Student Services, Union, Davis, Morgan, Hub, 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). 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. 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 are advised to get the notes from another student.

**EXAM ITEM REVIEWS (EXTRA CREDIT)**

- Because my goal is to help you learn the course material and foster your ability to think about development like a scientific psychologist, it is important for you to reflect on your mistakes. If you choose to learn the course material, to improve your exam score, and to gain insight into your test preparation, you may do the following:
  - 1) With your textbook and notes, 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!
- Submit your item review via the assignment in Canvas by **12 pm/Noon 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.
- 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%).
- I encourage you to take this opportunity to make the most of what may have been a disappointing performance on any given exam. I believe in your ability to succeed in this course and I am willing to help you do so.

## RESEARCH SUMMARY HOMEWORK

- I selected three brief articles that expand on course material (see Modules and Assignments tabs in Canvas). For each article, you will respond to a set of questions. The homework give you the opportunity to read and summarize the main ideas of recent research on child development.
- Homework will be completed and submitted via Canvas by **12 pm/ Noon 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), in your own words or with direct quotes that include proper references. Responses will be graded according to a rubric (87% accuracy, 13% writing style). Each homework is worth 15 points, for 45 points overall (~7.5% of total).

## “MY VIRTUAL CHILD” APPLICATIONS (COURSE ID: 27490)

- Congratulations! You are the proud parent of a virtual child to raise from birth through 11 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 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.
  - 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!).
- You will complete three application assignments (see Course Schedule). For each application, you will need to raise your virtual child to a specified age and answer five questions. Application #1 will focus on infancy, application #2 will focus on the preschool years, and application #3 will focus on the school years.
  - Remember to answer all parts of each question for full credit. Complete responses entail full sentences in organized paragraphs that demonstrate thought and application.
  - Do not copy and paste from the Virtual Child program. You are to describe your child's behavior as an illustration of developmental concepts. Explain what your child is doing and consider whether or not it is consistent with normative patterns discussed in the text and in class.
  - You are graded on raising your child to the specified age and the quality, completeness, and accuracy of your responses. Remember that you can use the timeline feature to go back to specific points in development for illustrations relevant to the question.
- Each application is worth 25 points, for 75 points overall (~12.5% of total). Applications will be completed and submitted via Canvas by **12 pm/ Noon on the due date** (see Course Schedule). Once assignments are released in Canvas, you may submit your application early. Late applications will be marked down by 10% per 24-hour period, and will not be accepted after 48 hours/2 days late (-20%).

## **COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN INFANCY AND CHILDHOOD**

### **Goals and Requirements**

- The course project (support materials in Canvas module, Poster & Writing Resources) is designed to guide you in the process of integrating and applying course content to real-life developmental questions. You will create and present a poster of 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. Topics pertaining to abnormal development, disorders or clinical concerns in childhood need to focus on etiology/precursors and developmental issues, not merely symptoms and treatment.
- Your poster will consist of articles relevant to your topic collected from EMPIRICAL and POPULAR sources. To find your empirical sources, you will need to use OneSearch and/or PsycINFO (web-based search engines available through Stewart Library, <https://library.weber.edu/node>) to find the publication details and abstracts of psychology articles. 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 **12 pm/Noon on the due date**. The proposal must include a detailed description of your topic, the keywords (e.g., *“attachment and parenting”*), author names, titles, etc. used in a preliminary search on your topic in OneSearch/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.
- **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 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 Summary #1 and #2 must be from an EMPIRICAL publication, such as peer-reviewed research journals (e.g., *Child Development, Developmental Psychology, Journal of Research on Adolescence*), or chapters from edited books, volumes or handbooks (not textbooks). If you are uncertain whether your sources are empirical, review the links online (<http://libguides.weber.edu/scholarlyvspopular>) and/or consult Dr. Shaw. Failure to submit an empirical source for Summary #1 or #2 will result in a 50% penalty.
  - The article summarized for Summary #3 may be from *either* an EMPIRICAL or a POPULAR source (e.g., news article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (*submit one article*).
  - For further clarification of the assignment guidelines, see the assignment details in Canvas and consult the example summaries (A-quality) from previous students available in the Course Poster Project module, Poster & Writing Resources link.
  - Summaries are due by **12 pm/Noon 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 Summaries comprise 62.5% of your course project grade.
- **Final Poster:** Your final poster should be assembled on a poster board and include a title that conveys your poster topic, your name, and course name. Only students who submit at least two 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 week 15. On your assigned presentation day, you are required to post and stand by your poster to answer classmates’ questions.

- **Peer Evaluations:** On the day you are not scheduled to present, you are required to complete a 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)
<b>TOTAL</b>	<b>= 120 points (~20% of course grade)</b>

### COURSE POLICIES

Course policies ensure that the classroom is a safe environment in which you can learn. Failure to follow these policies creates a distracting environment in which I cannot effectively teach and your peers cannot effectively learn.

### RESPECT FOR PERSONS

- We will treat each other with respect during this course. Course content requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name 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 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.
- I will be respectful of each of you and your time. You can expect me to be on time to and 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.

### 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. (see [https://www.weber.edu/ppm/Policies/3-32\\_DiscriminationHarassmentandSexualMisconduct.html](https://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassmentandSexualMisconduct.html))

### REASONABLE ACCOMMODATION

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD, <http://weber.edu/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.

### ATTENDANCE AND CLASS CONDUCT

- Even though I do not take daily attendance, attendance is positively related to course success. Students who will be absent while representing WSU in officially recognized 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 January 27<sup>th</sup>; the last day to withdraw for semester classes is March 24<sup>th</sup>.
- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation. Refrain from side conversations and from texting 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).

### **COURSE RECORDING POLICY**

Course materials prepared by the instructor together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video or audio recording of any portion of classroom lectures and review sessions without the consent of the instructor is prohibited. If you would like to request authorization to record, please contact me. On request, I will usually grant permission for students to audio record lectures, on the condition that the audio files are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM6-22, Student Code.

### **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). Enrollment in this course requires that your papers be submitted to Turnitin, an electronic database that anonymously retains and verifies the originality of student work.

#### 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, paraphrase another person’s spoken/written words, 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 citation when you use another writer’s exact words. 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 quotes, you must enclose the quoted material in quotation marks AND include an APA citation 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 in your own words. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA **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 12:00 PM/NOON)
1	1/7	Course Overview		
	1/9	Prenatal Development	3 (pp. 84-118)	
2	1/14	Prenatal & Video: "Life's Greatest Miracle"		<i>Syllabus Quiz</i>
	1/16	Prenatal/Motor Development	4	
3	1/21	Motor Development		<i>HW #1</i>
	1/23	Motor/Emotional Development	10	
4	1/28	Emotional Development		
	1/30	Emotional Development		<i>Topic Proposal</i>
5	2/4	Emotional Development		<i>MVC Application #1</i>
	<b>2/4-8</b>	<b>EXAM 1</b>		
	2/6	Cognitive Development	6	
6	2/11	Cognitive Development		
	2/13	Language Development		<i>EX 1 Reviews</i>
7	2/18	Language Development	9	<i>Summary #1</i>
	2/20	Language Development		
8	2/25	Language, Video: "The Secret of the Wild Child"		
	2/27	Self Development	11 (pp. 446-468)	<i>MVC Application #2</i>
9	<b>3/2-6</b>	<b>SPRING BREAK</b>		
10	3/10	Self Development		<i>Summary #2</i>
	3/12	Self Development		<i>HW #2</i>
	<b>3/12-16</b>	<b>EXAM 2</b>		
11	3/17	Friendship/Peer Relations	11 (pp. 476-483)	
	3/19	Friendship/Peer Relations	15 (pp. 607-622)	<i>EX 2 Reviews</i>
12	3/24	Moral Development	12	
	3/26	Moral Development		<i>Summary #3</i>
13	3/31	Parenting/Family Relations	14	
	4/2	Parenting/Family Relations		
14	4/7	Parenting/Family Relations		<i>MVC Application #3</i>
	4/9	Catch up/Review/Virtual Child Discussion		<i>HW #3</i>
	<b>4/9-13</b>	<b>EXAM 3</b>		
15	4/14	Poster Session #1		
	4/16	Poster Session #2		<i>EX 3 Reviews</i>

**NOTE:** Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our 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.