

# PSYC 2225 – 04/05: Child Development

Fall 2014 (August 25 – December 19)

## Instructor

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Office hours: Monday 2:00-3:45 and by appointment

## Course Description

This course provides an overview of the theories, methods, and recent research findings of developmental psychology, and examines the implications of this information on the understanding of child development. Multiple aspects of development from conception to adolescence are discussed. These include physical, cognitive, intellectual, social, and emotional development.

## Course Objectives

1. To examine changes in physical characteristics, cognition, emotions, and social behaviors from infancy to adolescence.
2. To explore the different explanations (scientific theories) for these changes.
3. To understand the differences between the scientific study of child development and other methods.
4. To be aware of the strengths and weaknesses of the different research methods used in the scientific study of child development.
5. To develop and practice more active ways of learning.
6. To gain experience in some important college behaviors, such as active reading of textbooks and other class material, taking tests, and asking questions.

## Course Format

This is an in-seat course that is scheduled to meet weekly on Mondays from 4:00pm to 6:30pm. Please plan to attend each class and stay for the entire scheduled timeframe. Moodle will be utilized to disseminate information such as PDFs of PowerPoint presentations, lectures notes (if any), and discussion and/or question forums, among other potential components.

## Required Textbook

Boyd, D., & Bee, H. (2012). *The developing child* (13th ed.). New Jersey: Pearson.

ISBN 10: 0-205-25602-3

ISBN 13: 978-0-205-25602-0

The above is the textbook that will be utilized throughout this course. Course elements (i.e. lectures, activities, and exam questions) will be derived primarily from this text. It is required for this course and you will be best served by having direct access to your own copy.

## Questions/Inquiries

If you have a question about an assignment, lecture material, material in the textbook, or anything else relevant to this course, do not hesitate to contact me. E-mail, using either the Moodle quick mail function or your personal e-mail account, is the best method of contact. If you prefer, feel free to stop by my office during my office hours as those times are dedicated to this course. Or, feel free to contact me to schedule an in-person or phone meeting.

## Course Communication

Announcements will be made in class, posted on Moodle, and sent via e-mail. Be sure to attend class and check your student e-mail regularly. You may contact me via e-mail and the communication tools on Moodle. I will try to answer all communication as quickly as possible, however due to the number of students, I cannot guarantee an immediate response. If you have not received a response within 48 hours, please resend the message. **WARNING: Before sending an e-mail with a question, please check the syllabus first to see if your question may be answered there. If it is in the syllabus, you will likely get a response with 3 words – “Check the syllabus”.**

## Technology Notes

Moodle is most compatible with Firefox (a free download); using other browsers could impact your ability to submit course materials. To see if you have compatible software for using Moodle resources, and for instructions to disable popups from Moodle, go to the class Moodle website at <http://elearning.isu.edu> and go to the “Technology aids” resource, click on “Moodle Software Requirements, Viewers, and Plugins” to see a list of recommended software. For technical assistance in person, you can visit the Help Desk in the Rendezvous computer lab. Alternatively, you can call 282-HELP (4357) for help over the phone, or e-mail [help@isu.edu](mailto:help@isu.edu). For a searchable knowledge base of helpful articles visit [help.isu.edu](http://help.isu.edu).

## Course Requirements

There are exam, assignment, course participation, and research participation requirements. You are expected to complete all of the requirements. **A grade of zero will be entered for any missing elements.**

## Exams

There are 3 multiple choice format exams throughout this course, two mid-term exams and one final exam, which are each closed book/note and in-seat.

There are no make-up exams unless there is an extenuating circumstance (e.g., family emergency, university absence, etc.). In this case, you need to inform me ASAP and provide the proper documentation. However, if you know in advance that you will miss the exam and inform me with proper advanced notice (min. of one week), I will allow you to take the exam early (Please note: the exam will likely differ from the exam given on the scheduled date).

I do not provide study guides, as I want you to master all the material presented in this course. However, because of time constraints, it is not feasible to test you on all the material you to learn. Thus, exams will only cover a subset of the material you are to master. As such, you need to be prepared for any questions by using class notes as a study guide. And more importantly, **DO NOT** wait until the night before exams to begin studying! Rather, use class notes as your study guide for review on a regular basis. If you do this, you will essentially be studying continuously between exams, which is how students achieve mastery of the material and earn quality marks in their courses.

## Assignments

There will be several assignments for you to complete during the term. These assignments will likely consist of extremely brief reaction papers (1 page or less double spaced) to a supplemental reading, YouTube video, etc. However, other activity modalities might be utilized. The goal of these assignments is to help you personalize the information you learn in this class so that you can ensure mastery of the presented topics, concepts, theories, and information.

## **Course Participation**

The ability to communicate with, learn from, and interact with your peers and/or instructor (i.e. manager/leader/boss in the professional world) is an important skill necessary for success in your academic and, ultimately, professional endeavors. To highlight this element, minute papers will be required for each lecture. A description of this element is below, but I will also explain this on the first day of class.

### *Attendance*

Each of you signed up for this course and as such agreed to take part in the learning environment. You should always attend this and each of your other classes.

### *In-class contributions*

I fully expect everyone to chime in during lectures, discussions, and/or review sessions throughout the semester. Doing so not only increases your ability to relate to and understand the material, but may also help your colleagues do the same. Please remember, however, to behave appropriately in this class. If someone does not agree with you, please engage in respectful and civil discussion of one another's arguments.

### *Minute papers*

This is a simple task that requires you to provide me 1) a one-sentence response regarding what you found confusing, want more information about, or have a question about and 2) a one-sentence response about a topic that you found interesting and/or easy to understand after each lecture. Your answers can be very broad so long as you provide me with these two requirements. This is an easy way for you to earn points because you will earn 2.5 points for each of these two elements for each minute paper. To make these useful for you and your classmates, I will respond to your questions when necessary. Further, if more than one student has the same, or at least substantially similar, question I will provide feedback at the beginning of the following class period without identifying the students who posed the question.

## **Research Participation**

At least 5 credits of research participation (2.5 hours) or an equivalent via alternative research assignments is required. For research participation, you will need to sign up for a SONA account from the ISU Psychology department's website. Be sure to register for the correct section of the class so that I can easily match up your credits with your name and class. You will receive one research credit for each half-hour of participation. If you find any discrepancies between the credits on your SONA account and the credits you actually completed, please let me know as soon as possible. Keep in mind that credits are not always recorded immediately on SONA, but are normally recorded within 2-3 days after participation. **Each credit will be worth 5 points, for a total of 25 points possible.**

Because research participation is voluntary, there is an alternative way to earn the points. You may choose to complete alternative assignments instead of (or in addition to) participating in research. The alternate assignment is to read and summarize a research article. The list of possible articles will be located in Moodle. Each summary will need to be a minimum of 4 paragraphs long. You will use one paragraph to summarize the article, one to describe the most important finding (i.e., result) in the study, one to discuss at least one limitation or flaw in the study (e.g., methodological problem), and one to identify the practical implications of the study. **Each research summary is worth up to 15 points, so 2-3 article summaries are needed, depending on your grade on each, to substitute for the SONA credits.**

You may complete any combination of SONA credits and summaries to acquire your required points. All SONA credits and/or summaries are due by Monday, December 8<sup>th</sup>, at the end of class. You should submit these using the research article summary submission assignment in Moodle. **Do not wait until the last minute to sign up for SONA research or to submit your summaries, as NO late summaries or SONA credits will be accepted. PLEASE NOTE: Failure to meet this course requirement will result in an automatic “F” for this course.**

### Grading Scale

The traditional +/- letter grade structure will be utilized for this course (i.e. B+ = 87-89% B = 83-86% B- = 80-82%).

### Grade Calculation

<i>Course elements</i>	<i>Points possible</i>
Syllabus and Academic Honesty Agreement	5
Exam 1	150
Exam 2	150
Final Exam	270
Activities	95
Class Participation	55
Research Participation	25
<i>Total</i>	<i>750</i>

### ADA Accommodations

Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact:

Disability Services  
Room 125, Rendezvous Complex  
Phone # 208-282-3599

University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equity in grading, experiences, and assignments.

### Academic Integrity

Academic integrity is expected of all students. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to cheating and plagiarism. The ISU Faculty Handbook defines plagiarism as: representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Please note that any dishonesty (including plagiarism) in completing any requirement of this course will result in the maximum punishment allowable by the university, including but not limited to failing the course. See the student handbook for information regarding your rights and responsibilities as a student.

**Need Help?**

If you are in need of extra help because you are having trouble with the material and/or you are falling behind, please contact me immediately about the problem so that best way to resolve it may be determined. I am available to meet with you during office hours and by appointment. Also, free tutoring is available through the Center for Teaching & Learning. Visit their website to find out more information about how to obtain tutoring for this class: <http://www.isu.edu/ctl/cat/>

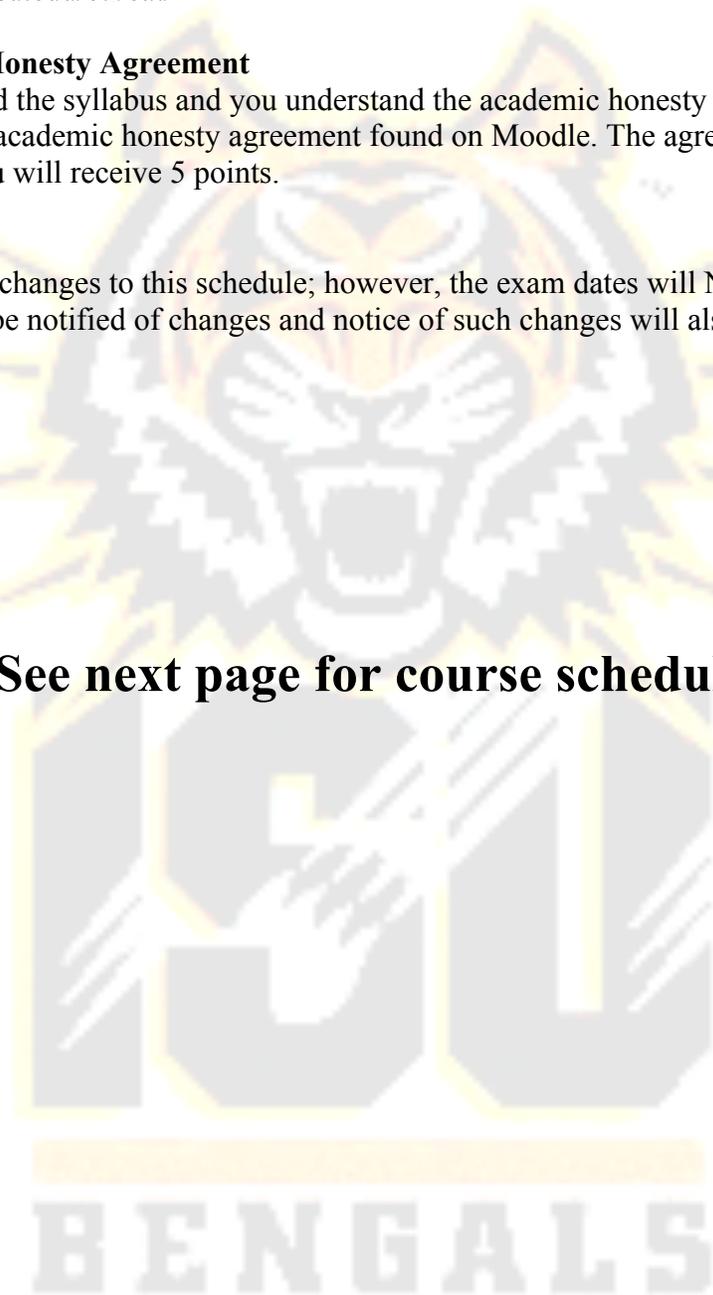
**Syllabus and Academic Honesty Agreement**

To show that you have read the syllabus and you understand the academic honesty policy, it is required that you complete the syllabus and academic honesty agreement found on Moodle. The agreement is due by Monday, September 8, 2014 and you will receive 5 points.

**Course Schedule**

I reserve the right to make changes to this schedule; however, the exam dates will NEVER be changed to an earlier date. Students will be notified of changes and notice of such changes will also be posted in Moodle.

**See next page for course schedule**



# Tentative Course Schedule & Reading Assignments

## PSYC 2225-04/05 Fall 2014 Schedule

Information in the tentative schedule is subject to change. Additional activities and assignments will be announced throughout the semester.

Noteworthy dates:

September 8<sup>th</sup>: Last day to add/drop and/or change course sections

October 31<sup>st</sup>: Last day to withdraw from courses

<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignment DUE</b>
<b>Aug. 25<sup>th</sup></b>	Course Intro/Syllabus Basic Issues in the Study of Development	Chapter 1	Minute Paper
<b>Sept. 1<sup>st</sup></b>	Labor Day - NO CLASS, ENJOY!	N/A	
<b>Sept. 8<sup>th</sup></b>	Prenatal Development Birth and Early Infancy	Chapter 2 Chapter 3	Minute Paper
<b>Sept. 15<sup>th</sup></b>	Physical Development	Chapter 4	Minute Paper
<b>Sept. 22<sup>nd</sup></b>	Perceptual Development	Chapter 5	Minute Paper
<b>Sept. 29<sup>th</sup></b>	Chapters 1, 2, 3, 4, & 5	N/A	EXAM 1
<b>Oct. 6<sup>th</sup></b>	Cognitive Development I: Structure and Process	Chapter 6	Minute Paper
<b>Oct. 13<sup>th</sup></b>	Cognitive Development II: Individual Differences in Cognitive Abilities	Chapter 7	Minute Paper
<b>Oct. 20<sup>th</sup></b>	The Development of Language	Chapter 8	Minute Paper
<b>Oct. 27<sup>th</sup></b>	Personality Development: Alternative Views	Chapter 9	Minute Paper
<b>Nov. 3<sup>rd</sup></b>	Concepts of Self, Gender, and Sex Roles	Chapter 10	Minute Paper
<b>Nov. 10<sup>th</sup></b>	Chapters 6, 7, 8, 9, & 10	N/A	EXAM 2
<b>Nov. 17<sup>th</sup></b>	Beyond the Family: The Impact of the Broader Culture The Development of Social Relationships Thinking about Relationships: Social-Cognitive and Moral Development	Chapter 14 Chapter 11 Chapter 12	Minute Paper (Guest Lectures)
<b>Nov. 24<sup>th</sup></b>	Fall Recess – NO CLASS, ENJOY!	N/A	
<b>Dec. 1<sup>st</sup></b>	Atypical Development Putting it all together: The Developing Child	Chapter 15 Epilogue	Minute Paper
<b>Dec. 8<sup>th</sup></b>	Review session based on student need.	N/A	Research Participation
<b>Dec. 15<sup>th</sup></b>	FINAL EXAM	N/A	FINAL EXAM