

PSYC 2225 – 01: Child Development

Spring 2015 (January 12 – May 12)

Contact Information

Instructor: Douglas E. Colman

Office: Garrison 406

Office Hours: Mondays 11:45 – 12:45, Thursdays 9:30 – 10:30, or by appointment

Email: colmdoug@isu.edu (best method of contact)

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 Mondays, Wednesdays, and Fridays from 1:00 – 1:50. 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, lecture 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: 978-0-205-25602-0

The above textbook will be utilized throughout this course. Course elements (i.e., lectures, activities, and exam questions) will be derived primarily from this text. Therefore 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 assignments, lecture material, textbook readings, 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 office hours as those times are dedicated to this course. Or, feel free to contact me to schedule an in-person meeting.

Course Communication

Announcements will be made in class, posted on Moodle, and/or sent via e-mail. Be sure to attend class, login to Moodle daily, and check your student e-mail regularly. You may contact me via e-mail and/or the communication tools in 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 to see if your question may be answered in 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 (208) 282-HELP (4357) for help over the phone, or e-mail help@isu.edu. For a searchable knowledge base of helpful articles visit: <http://help.isu.edu/index.php?action=knowledgebase>

Course Requirements

There are research participation, class participation, assignment, quiz, and exam requirements for this course. You are expected to complete all of these requirements. **A zero will be entered for all missing elements.**

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 this class so that I can easily match up your credits with your name. 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 SONA credit will be worth 8 points.**

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 research articles. The list of articles will be located in Moodle. Each summary will need to be a minimum of 4 paragraphs long with one paragraph to summarize the article, one to describe the most important finding (i.e., result), one to discuss at least one limitation (e.g., methodological problem), and one to identify the practical implications. **Each research summary is worth 20 points.**

You may complete any combination of SONA credits and article summaries to acquire your required points. All SONA credits and/or summaries are due on Friday May, 1st. Research summaries are to be submitted via the assignment portal 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.

Class 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 professional endeavors. To highlight this element, minute papers will be required at various time points in this course. A description of this element is below, but I will also explain this on the first day of class.

Minute papers

These are simple tasks that require you to provide me (1) a minimum three-sentence response regarding what you found confusing, want more information about, and/or have questions about and (2) a minimum three-sentence response about the topics that you found interesting and/or easy to understand from lectures between each submission. To make these useful for you and your classmates, if more than one student has the same, or substantially similar, question(s) I will respond to these at the beginning of the following lecture without identifying the students who posed the question(s). **Each minute paper is worth 10 points.**

Attendance

Although attendance is not formally taken, 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. Doing so will greatly help you to be successful in this course.

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.

Assignments

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

Points vary for each activity.

Chapter Quizzes

There are open-book quizzes on each chapter covered in this course. These chapter quizzes are designed to test whether or not you have read the textbook. With this in mind, each quiz will be due prior to the lectures on that chapter. For instance, chapter one quiz will be due on January 14, 2015 at 12:59pm, as this is the day we begin covering chapter one material. While there is one open book quiz for each of the thirteen chapters covered in this course (1-12, & 15), the three lowest scores will be dropped. **Each quiz is worth 15 points.**

Exams

There are 4 multiple choice format exams throughout this course, three mid-term exams and one final exam, which are each closed book/note and in-seat and **worth 100, 150, 150, and 200 points, respectively.**

There are no make-up exams unless there is an extenuating circumstance (e.g., family emergency, university absence, etc.). In such a 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 (minimum 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).

Although I want you to master all the material presented in this course, because of time constraints it is not feasible to test you on all covered material. 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 reviewing on a regular basis. If you do this, you will essentially be studying continuously between exams, which is how you can achieve mastery of the material and earn quality marks in 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 & Academic Honesty Agreement	10
Research Participation	40
Class Participation	50
Activities	150
Chapter Quizzes	150
Exam 1	100
Exam 2	150
Exam 3	150
Final Exam	200
<i>Total</i>	<i>1000</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

E-mail: disabilityservices@isu.edu

Webpage: <http://www.isu.edu/ada4isu/>

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 equality in grading, experiences, and assignments.

Academic Integrity

Academic integrity is expected of all students. Academic dishonesty WILL NOT be tolerated, and includes, but is not limited to, cheating and plagiarism. The ISU Student Handbook defines cheating as:

“using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work”, and 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: any dishonesty in completing the course requirements will result in the maximum punishment allowable by the university, including, but not limited to, failing the course. Please 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 the 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/>

Course Schedule

I reserve the right to make changes to the course 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.

Noteworthy Dates

January 26, 2015 – Last day to register, add/drop, change section, or audit full semester courses

March 20, 2015 – Last day to withdraw from full semester courses

Syllabus & 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 by Friday, January 16th and you will receive **10 points**.

See next page for course schedule

Week	Day	Date	Topics	Reading	Assignment DUE
Week 1	M	1/12/15	Course Intro/Syllabus	Syllabus	
	W	1/14/15	Basic Issues in the Study of Development	Chapter 1	Chapter 1 Quiz
	F	1/16/15			Syllabus & Academic Honesty Agreement
Week 2	M	1/19/15	MLK Day - NO CLASS		
	W	1/21/15			
	F	1/23/15	Prenatal Development	Chapter 2	Chapter 2 Quiz
Week 3	M	1/26/15			
	W	1/28/15			
	F	1/30/15	Birth and Early Infancy	Chapter 3	Chapter 3 Quiz
Week 4	M	2/2/15			
	W	2/4/15			
	F	2/6/15	Chapters 1, 2, & 3		EXAM 1
Week 5	M	2/9/15	Physical Development	Chapter 4	Chapter 4 Quiz
	W	2/11/15			
	F	2/13/15			
Week 6	M	2/16/15	Presidents' Day - NO CLASS		
	W	2/18/15	Perceptual Development	Chapter 5	Chapter 5 Quiz
	F	2/20/15			
Week 7	M	2/23/15			
	W	2/25/15	Cognitive Development I: Structure and Process	Chapter 6	Chapter 6 Quiz
	F	2/27/15	Instructor at a Conference - NO CLASS		
Week 8	M	3/2/15			
	W	3/4/15			
	F	3/6/15	Cognitive Development II: Individual Differences in Cognitive Abilities	Chapter 7	Chapter 7 Quiz
Week 9	M	3/9/15			
	W	3/11/15			
	F	3/13/15	Chapters 4, 5, 6, & 7		EXAM 2
Week 10	M	3/16/15	The Development of Language	Chapter 8	Chapter 8 Quiz
	W	3/18/15			
	F	3/20/15			
Week 11	M	3/23/15	SPRING BREAK		
	W	3/25/15	SPRING BREAK		
	F	3/27/15	SPRING BREAK		
Week 12	M	3/30/15	Personality Development: Alternative Views	Chapter 9	Chapter 9 Quiz
	W	4/1/15			
	F	4/3/15			
Week 13	M	4/6/15	Concepts of Self, Gender, and Sex Roles	Chapter 10	Chapter 10 Quiz
	W	4/8/15			
	F	4/10/15	Chapters 8, 9, & 10		EXAM 3
Week 14	M	4/13/15	The Development of Social Relationships	Chapter 11	Chapter 11 Quiz
	W	4/15/15			
	F	4/17/15			
Week 15	M	4/20/15	Thinking about Relationships: Social-Cognitive and Moral Development	Chapter 12	Chapter 12 Quiz
	W	4/22/15			
	F	4/24/15			
Week 16	M	4/27/15	Atypical Development	Chapter 15	Chapter 15 Quiz
	W	4/29/15			
	F	5/1/15			Research Participation
Week 17	M	5/4/15	Comprehensive - Chapters 1-12, & 15 (12:30 - 2:30pm)		FINAL EXAM
	W	5/6/15			
	F	5/8/15			