

Psych 350: Child Psychology

Time and location: Tu/Th, 1:00-2:15 PM, 108 Mahar

Course Instructor:

Dr. Lisa S. Scott, Ph.D.

University of Massachusetts

Department of Psychology

Email: psych350-lscott@courses.umass.edu.

Course webpage: <https://spark.oit.umass.edu/webct/entryPageIns.dowebct>

Office Hours: Please see graduate TA office hours below. If you wish to schedule a meeting with me please schedule an appointment using the above email (and specifically state that you would like to meet with me).

Graduate Teaching Assistants

1) Heather Lavigne

Email: psych350-lscott@courses.umass.edu

Office Hours and Location: 2-4 pm Thursdays and by appointment; 403 Tobin

2) TA: Dana Roth

Email: psych350-lscott@courses.umass.edu

Office Hours and Location: 12-1 pm Mondays and by appointment; 640 Tobin

Undergraduate Teaching Assistants:

Advanced undergraduate students serve as liaisons between the instructional staff and every student in the class. They serve as consultants for presentations, facilitators of the weekly Discussion and Review sessions, and assistants for the general administration of the course.

SPARK:

Students are expected to use the SPARK software program. To log onto the course website, use the link above. On this website you will find the course syllabus, various study aids, and a course calendar. PDF's of class notes will be posted on SPARK at least 1 hour before class. Occasional course-related announcements will be posted, so it is extremely important that you check this site and your SPARK email on a regular basis.

Required Text:

Patterson, C.J. (2008). Child Development. New York, New York, McGraw Hill Companies.

This textbook can be purchased at the University Bookstore (~\$110.00), but you can also purchase an e-book for \$71.50 directly from McGraw Hill:

<https://ebooks.primisonline.com/cgi/showebook.cgi?isbn=0390878642&bookType=unselected&fullBook=true>

PRS clickers are also required and cost \$52.00 at the University bookstore (used for \$39.00). Both the PRS clickers and the textbook can be sold back to the bookstore at the end of the semester. Three copies of the textbook have been put on reserve at the library.

Course Content and Goals:

The primary goal of this course is to provide students with a comprehensive introduction to developmental psychology and to the scientific study of development. It is intended that this

course may serve as a foundation for future courses in Child Psychology. Thus, a broad range of topics will be covered and no one topic will be covered in depth. We will cover the major domains of development - biological, cognitive, social, and emotional development - from the prenatal period chronologically, covering each age of the child in turn. This course is not designed to address “how to” rear children. In fact no one way is likely to be optimal for all circumstances. Instead the emphasis is on discovering the many different biological and experiential factors that influence behavior and its development.

Course Format:

Due to the large size of this class, the format of the course will be lecture, with in-class PRS activities and discussions. The course is organized into 5 topics: (1) Beginnings (Theory and Methodology, Genetics/Hereditry, Prenatal Development, and Birth) (2) Infancy (Physical, Cognitive, and Social Development), (3) Early Childhood (Physical, Cognitive and Social Development), (4) Middle Childhood, and (5) Adolescence. There will be some overlap between the material covered in lecture and the material covered in the book. A large part of the lectures, however, will be used to supplement and elaborate upon material covered in the book. Therefore, students must complete the assigned readings as well as attend class in order to master the material covered in this course.

Course Requirements:

There will be three examinations (not cumulative) administered during the semester. There will also be 1 cumulative final exam. We will have in-class PRS activities during almost every class. You will also have the opportunity to complete extra credit.

Exams and Final. Each exam, included the 3 non-cumulative exams and the cumulative final will be worth the same amount of points (see below) and I will drop you're your lowest grade. Thus, your three highest exam scores (of the 4 exams) will contribute to the grade you receive in this course. Examinations will include multiple-choice, true/false, and matching questions. In the event that you must miss an exam for a dire emergency, you may choose to drop that exam or you may take a make-up exam, which will be in essay format. If a religious holiday conflicts with any of the examination dates, you may request an alternative exam administration. Such requests must be submitted in writing to the Graduate Teaching Assistants by February 10th.

In-Class PRS Activities. During class we will have weekly, if not daily, PRS activities worth a total of 100 points. It is your responsibility to bring your PRS device with you every day to class. You will be required to complete 80% of these in-class activities in order to receive full credit. If you complete between 70-80% of the in-class activities you will receive 70 points, if you complete 60-70% of the PRS activities you will receive 50 points. Lower than 60% participation will receive 0 points. If there are multiple activities within a single class, I will randomly choose 1 activity to count for that day.

If you have a legitimate University excuse for missing more than 4 classes, please provide a written explanation and appropriate documentation to the Graduate TAs within 1 week of missing your 5th class. You should submit your written explanation and documentation to the “Excuses” folder, which is located in the front of the lecture hall. If your legitimate excuse results in your PRS score being lower than 80% (missing more than approximately 6 classes) you will be given the opportunity to make up the points by providing written essay responses for each of missed PRS activities.

Course Evaluation

Your grade for the course will be determined by a combination of exams and in-class PRS activities and will be based on the following:

Exam	Points
Exam I	100
Exam II	100
Exam III	100
Final	100
PRS- In class participation	100
Total Points Possible	400 (with lowest exam grade dropped)
Possible Extra Credit	20

A	=	372 – 400	C+	=	308 – 319
A-	=	360 – 371	C	=	292 – 307
B+	=	348 – 359	C-	=	280 – 291
B	=	332 – 347	D+	=	268 – 279
B-	=	320– 331	D	=	240 – 267
			F	=	239 & lower

Extra Credit. You may earn a maximum of 20 extra-credit points in either of three ways: (1) participate in Psychology Department research studies (maximum of 10 points) (2) participate in Discussion and Review sessions associated with Psychology 350 (maximum of 10 points); or (3) complete 90% or more of the in-class PRS activities (10 points- all or none). You may combine points from these options, up to a maximum of 15 extra-credit points, which will be added to the sum of your highest 3 exam scores and PRS score.

(1) Research Participation: For instructions on how to participate in Psychology Department research studies, including creating your online account and tracking your total number of extra credit points, please access the experiment tracking website maintained by the Psychology Department (<http://umasspsych.sona-systems.com/>). You may earn one point for every half-hour of research participation (maximum of 10 points) prior to **May 1st**. The experiment tracking website will keep track of your points and submit them electronically, although **you must also keep your own paper copy of this information for your records**. Failure to show up for a study for which you have made a commitment will result in the number of credits being you missed being deducted from your overall Sona credit score.

(2) Discussion and Review Session Participation: You may also earn extra-credit points for participating in discussion/review sessions (see schedule below). During these informal meetings, undergraduate teaching assistants will facilitate discussions and reviews of lectures and reading assignments for the previous week. At the end of each session, a 2-question quiz will be administered, and each person who completes the quiz will receive 1 extra credit point, which will be added to your cumulative score for the semester (maximum of 1 point per week, and no more than 10 points for the entire semester). Review sessions prior to the exams will be run by the graduate teaching assistants and **NO** extra credit will be given for the review session prior to the exams.

Weekly Review Session Schedule (1 point extra credit per session)Monday February 2nd 5-6 pmMonday February 9th 5-6 pmMonday February 23rd 5-6 pmMonday March 2nd 5-6 pmMonday March 9th 5-6 pmMonday March 23rd 5-6 pmMonday March 30th 5-6 pmMonday April 13th 5-6 pmMonday April 27th 5-6 pmMonday May 4th 5-6 pm*No Review Sessions on Feb. 16th, April 6th; April 20th; or May 11th***Reviews Sessions for Exams (no extra credit for these review sessions)**Friday February 13th 5-6 pmWednesday April 8th 5-6 pmMonday May 11th 5-6 pm

Review Session for the Final TBA

(3) PRS Activities: If you participate in 90% or more of the in-class PRS activities you will automatically receive 10 points extra credit. No partial credit will be awarded.

Web sites: Besides SPARK, the following web sites will be useful to you throughout the course:

- 1) **McGraw Hill Online:** <http://www.mhhe.com/pattersoncd1e>
This is the publisher's online learning center associated with the Patterson book. If you click on "student content" you will find a glossary of all important terms use throughout the course (think of this as a course dictionary). This page also includes practice quizzes with multiple choice, true/false, and fill in the blank questions for each chapter as well as study guides ("learning goals") and web links. THIS WEBSITE WILL BE VERY USEFUL FOR STUDYING FOR EXAMS AND REVIEWING MATERIALS AS WE GO THROUGH THE COURSE.
- 2) **Tools for Schools:** <http://www.ed.gov/pubs/ToolsforSchools>
Family Research Council: <http://www.frc.org/insight>
Throughout the course we will be discussing current events and policies related to developmental psychology: the websites Tools for schools, and the Family Research Council will be useful for these purposes.
- 3) **Neuroscience for Kids:**
<http://faculty.washington.edu/chudler/neurok.html>
The neuroscience for kids website is an excellent resource for basic neuroscience information, I will refer you to this website throughout the course.
- 4) **Child Development Institute** <http://childdevelopmentinfo.com/index.htm>
Developmental Milestones <http://www.cdc.gov/ncbddd/autism/actearly/>
These websites are designed to give parents an idea about developmental milestones and current research findings.

Course Schedule

<u>Week</u>		<u>Topic</u>	<u>Reading</u>
1	Jan 27	Beginnings: Introduction	Chapter 1 (pp.1-10)
	Jan 29	Beginnings: Theories and Method	Chapter 1 (pp. 11-45)
2	Feb 3	Beginnings: Genetics/Heredity and Prenatal Development	Chapter 2 (pp. 46-72)
	Feb 5	Beginnings: Environmental Influences on Prenatal Development <i>*Note Feb. 9th is the last day to drop without a W</i>	Chapter 2 (pp. 73-87)
3	Feb 10	Beginnings: Birth and the Newborn Infant	Chapter 3 (pp. 91-101)
	Feb 12	Beginnings: Birth and the Newborn Infant	Chapter 3 (pp. 102-126)
4	Feb 17	<i>Exam 1</i>	
	Feb 19	Infancy: Brain Development	Chapter 4 (pp. 131-136)
5	Feb 24	Infancy: Motor and Perceptual Development	Chapter 4 (pp. 137-154)
	Feb 26	Infancy: Basic Needs and Health Concerns	Chapter 4 (pp. 155-167)
6	March 3	Infancy: Cognitive Development	Chapter 5 (pp. 168-191)
	March 5	Infancy: Language Development	Chapter 5 (pp. 192-211)
7	March 10	Infancy: Social and Emotional Development	Chapter 6 (pp. 212-248)
	March 12	Early Childhood: Physical Growth	Chapter 7
	March 12	Early Childhood: Physical Growth	Chapter 7 (pp. 250-264)

March 14-22 Spring Break			
March 24 <u>No Class</u>			
<i>* March 24th is the last day to drop with a W</i>			
8	March 26	Early Childhood: Health and Wellness	Chapter 7 (pp. 243-248)
9	March 31	Early Childhood: Cognitive & Language Development	Chapter 8 (pp. 280-318)
	April 2	Early Childhood: TBA	
10	April 7	Early Childhood: Social and Emotional Development	Chapter 9 (pp. 322-360)
	April 9	Exam 2	
11	April 14	Middle Childhood: Physical Growth and Health	Chapter 10 (361-388)
	April 16	Middle Childhood: Cognitive and Language Development	Chapter 11 (pp. 394-429)
April 21 (no class Monday schedule)			
12	April 23	Middle Childhood: Social and Emotional Development	Chapter 12 (pp. 430-440)
13	April 28	Middle Childhood: Contexts of Development	Chapter 12 (pp. 440-470)
	April 30	Adolescence: Physical Growth and Health	Chapter 13
14	May 5	Adolescence: Physical Growth and Health and Cognitive Development	Chapter 14
	May 7	Adolescence: Social and Emotional Development	Chapter 15
15	May 12	Exam 3	
	Finals Week	Final Exam (DATE AND TIME TBA)	

Course Policies

Grades: Grades will be posted on Spark following each exam. Grades for PRS activities and extra credit points will be posted every 1-2 weeks. It is important that you keep a record of your exam grades & extra credit points so that you can compute your grade as the semester progresses.

Academic Honesty: All students are expected to adhere scrupulously to the University policy concerning academic honesty. Any violation of the academic honesty policy will be vigorously pursued.

Please see: http://www.umass.edu/dean_students/codeofconduct/acadhonesty/ for the full University policy on academic dishonesty. You are accountable for the information on this web page. Below are several examples of academic dishonesty I have chosen to highlight:

CHEATING is the use or attempted use of trickery, artifice, deception, fraud and/or misrepresentation of one's academic work. This includes:

- 1) Copying answers from another student.
- 2) Using books, notes, conversations with others, calculators, cell phones and other electronic devices or any other type of external assistance during an examination or other academic exercises without the permission of the instructor.
- 3) Collaborating with others on homework, lab reports, computer programs, or other academic assignments without the permission of the instructor.
- 4) Obtaining the answers to or a copy of an examination prior to its administration.

FABRICATION is the falsification or invention of any information or citation in any academic exercise. This includes:

- 1) Using "invented" information in any laboratory experiment or other academic exercise of research without permission of the instructor.
- 2) Altering and resubmitting returned academic work without permission of the instructor.
- 3) Misrepresenting the actual source from which information is cited (such as citing a quote from a book review as though it came from the original work)

FACILITATING DISHONESTY is knowingly helping or attempting to help another commit any act of academic dishonesty. This includes:

- 1) Substituting for another person in an examination
- 2) Allowing another to copy one's work in an examination or other academic exercise
- 3) Bringing another student's PRS device to class and using it to respond for that person.

OTHER PROHIBITED ACTIONS:

- 1) Submitting all or substantial portions of the same work to fulfill the requirements for more than one course without the prior permission of the instructor(s), including self-plagiarism forging or otherwise altering grades, transcripts, course withdrawal forms, or other academic documents.
- 2) Illegally accessing a computer hard drive
- 3) Stealing or destroying the academic work of another, such as a computer disk, term paper, or notebook

Class Room Behavior Policies:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. **Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities.**

The use of laptop computers or other electronic devices during class will be limited to a specific section of the classroom so as to not disturb others during class. On the first day of class I will point out this area of the classroom. If you would like to use a laptop or other electronic device to take notes in class, please plan to sit in this area. Using laptops or electronic devices use during class for non-course related activities is prohibited (i.e. surfing the web, Facebook, emailing, etc.).

Cell phone use is prohibited during class. Please turn all cell phones off during class and refrain from text messaging. In an emergency situation, please leave the room to talk on the phone or text message.

Individuals with Disabilities:

I encourage students with disabilities or special needs to discuss with the Graduate TA's whatever arrangements may be needed to facilitate their work in the course. Students with special needs should contact the graduate TA's some during the first week of class to discuss any special arrangements. Information about Disability Services at the University of Massachusetts can be found at: <http://www.umass.edu/disability/index.htm>. Disability Services is located in 231 Whitmore, phone # (413)-545-0892.

Absences for Religious Reasons:

Any student who is unable to attend classes or to participate in any examination, study, or work requirement, because of religious observance, will be provided with an opportunity to make up the said examination, study, or work requirement. **Students are obligated to inform the both of the graduate TA's as to the days that they will be absent for religious reasons by February 10th.**

***THIS SYLLABUS IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S
DISCRETION***