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| **FSU stationary centered**DEP 3103-05 Child PsychologySpring 2012Tuesdays and Thursdays, 8:00 AM – 9:15 AMPDA D0201 |

**Sara Hart, Ph.D.**

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Grades TA\*: Sri Kothur

E-Mail: kothur@psy.fsu.edu

\* All questions concerning possible grade inaccuracies on BlackBoard should be directed to Sri. I will respond only to grade concerns forwarded by Sri.

**Course Materials**:

 Berk, L. E. (2009). *Child Development* (8th ed.). Boston: Pearson.\*

\*there are loose leaf and e-book versions that are cheaper and better options (if you can find them) than the traditional textbook as a new edition will be released January 2012 (meaning you will not be able to sell the 8th ed. back). MyVirtualChild is free with any new version of the book, no matter the version, but will not be available if you buy the book used. If you buy it used you will need to buy a license to use MyVirtualChild for $25 outside of the text.

I require readings to be done before class. I will narrow the readings before each class, especially towards the end of the semester. My lectures are not a rehash of the readings (other than difficult concepts), but instead introduce new information based on the readings. You will find it difficult to take notes, as well as participate in class discussions and activities, if you haven’t done the readings.

Outside of the textbook, I have listed podcasts that are semi-required listening. All podcasts are available for free from the iTunes Store (and in some cases also online outside of iTunes), and can be easily streamed via iTunes/online or downloaded to a player (iPod, iPhone, MP3 player). These podcasts are meant to be interesting and provide further information or food for thought on a given reading for that class. I require them because they will help you understand the concepts of the reading and also provide background for in-class discussion and potential bonus points. No exam questions will come from information given only in the podcasts, but bonus assignments/quizzes will.

**Course Objectives:**

The major goal of this course is to introduce students to current knowledge of child psychology by giving students a basic understanding of **research** in child development from conception through adolescence. The focus of the course will be on physical, cognitive and social and emotional aspects of child development. Additional goals of this course include: 1) familiarizing students with different theories of child development, 2) familiarizing students with current developmental research and methodologies, and 3) giving students the skills to critically evaluate both theory and research in child development. The course will include standard lectures as well as considerable class discussion and activities. The students will be asked to not only read the required readings, but also use alternative media to learn and participate in the class.

**Course Policies:**

The format of this course will principally include lecture, with whole class discussion, and some small group activities. This course will only meet its objectives if you arrive to class prepared – readings and listening complete – before each class begins. Students are expected to attend every class. **I will not provide full lecture slides on Blackboard. An outline will most likely be posted (not guaranteed for each class), but you will have to make notes in class. If you miss a class, I will not provide the notes.**

**I strongly encourage** you to come talk with me individually anytime during the semester when you have questions concerning course material that are not being answered in class or on BlackBoard, or if you have questions about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me--come early in the semester while there is still time to improve**.

**You are required to check your FSU email account and the course web page (BlackBoard) daily.** Outside of class, this will be the primary method of communicating with you.

**On collaboration with classmates:** You may collaborate with other students in the class to find resources, to discuss key concepts, and to prepare for exams and quizzes. However, quizzes and examinations must be completed individually.

**Civility**: I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, ringing or vibrating cell phones, excessive tardiness, sleeping, talking when another student when I am talking, wearing headphones, checking your email or playing on the internet during lectures, disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc.

**Grading:**

 **Exams:**

There will be three **(3)** examinations in this course – each worth 100 points. Each exam will consist of 50 multiple choice questions (2 points per question) and will cover all lecture and reading material. Exams are considered cumulative in that the themes and information of this class spread across chapters. There will not be direct definitional questions of terms covered in previous exam sections, but concepts will carry forward. **There will be no make-up exams without a written university approved excuse prior to the exam date. With an approved excuse, an alternative format exam will be given at another agreed upon time.**  A zero will be given for a missed exam.

**MyVirtualChild:**

Included with any new edition of the textbook is a code to active the online program MyVirtualChild. If you have bought a used version of the book, you will need to pay for the code online at www.MyVirtualChild.com. Information is included with your text, as well as Pearson provides a 24-hr hotline to call, on how to access the program. This program allows you to raise an electronic baby that is programmed to respond and develop to the parent decisions you make. The program is based on valid research, and should be a fun activity for you. **You will be graded on completing each developmental stage by the posted deadline.** At the end of each assigned developmental stage (7 stages, worth 10 points each for completion), the program will prompt you with some open ended questions. You will know you are done when you see those, and please think about each and be prepared to discuss the following class. I will also use the activity to guide in-class discussions and you will also have extra credit opportunities based on your child. **Excused university absences (e.g., for religious holidays or University events) do not constitute valid excuses for late completion because you can raise your child prior to the deadline.** A zero will be given for a missed deadline.

**Online Chapter Quizzes:**

There will be thirteen **(13)** online chapter quizzes in this course – each worth 10 points. All quizzes are due by class start as listed on Course Calendar (typically every Thursday class). Each new quiz will typically be available right after the old quiz is due. Quizzes will be available on BlackBoard. Since online chapter quizzes are available to take in advance of the deadlines, late quizzes will not be accepted. **Excused university absences (e.g., for religious holidays or University events) do not constitute valid excuses for late quizzes because you can complete the quizzes online prior to the deadline.** A zero will be given for a missed online Quiz.

**Extra Credit:**

There will be opportunities for extra credit points during the semester. These are designed to reinforce class preparation, attendance, and attention. Typically they will take the form of small in class assignments based on discussions, or on short discussion questions prepared at home and brought in to class. You must be in class to receive the extra credit and there are no make-ups for missed extra credit opportunities. The purpose of the extra credit is to encourage students to attend class on time, stay the entire period, and to stay on top of the class material. **There will be a maximum of 10 possible extra credit opportunities/points available.**

**In total:**

Your grade will be based on the percentage of the 500 possible points for the semester. Earned extra-credit points are simply added to your total points earned in the class when calculating this percentage.

100 In-class Exam 1

100 In-class Exam 2

100 Final Exam

70 MyVirtualChild

130 Online Chapter Quizzes

500 TOTAL POINTS POSSIBLE

Your point totals will be updated after each exam/assignment and will be available to you on BlackBoard.

Your grade (as a percentage) = (Total Points + Extra Credit points)

500

A straight grading scale will be used. There will be no curving of grades. Grades will be assigned based on the number of percentage points earned:

93-100% A 90-92% A-

87-89% B+ 83-86% B

80-82% B- 77-79% C+

73-76% C 70-72% C-

67-69% D+ 63-66% D

60-62% D- < 60% F

**University Attendance Policy:**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Resources:**

Strategies and resources are available to help students succeed in this course. My recommended strategies for approaching this course include:

1. **Come to class**. – My goal is to teach you. In doing so, I will break down concepts in lecture, helping you understand them and making the text easier to read.

2. **Take notes**. – Writing down examples from class and illustrations of concepts will make the text easier to understand and remember. HINT: Write down everything I put on the power point and fill in with definitions, examples, etc. from lecture and from your personal experience.

3. **Keep me informed**. – At the first sign of confusion or difficulty, come see me during my office hours or make an appointment so we can talk about it. If you have study difficulties, I can provide additional suggestions.

**Free Tutoring from FSU:**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see<http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

**Americans With Disabilities Act:**
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
            (850) 644-9566       (voice)
            (850) 644-8504       (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

**Syllabus Change Policy:**

Except for changes that substantially affect implementation of the evaluation statement (grading), this syllabus is a guide for the course and is subject to change with advance notice. Revisions will be announced on BlackBoard, which is where the revised syllabus will be posted. It is the students’ responsibility to use the most up-to-date syllabus.

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|  | Topic | Reading/Listening\*\*I will narrow the readings as we go\* | MyVirtualChild Progress(Due by class start) |  Online Chapter Quizzes(Due by class start) |
| 01/05 | Introduction, Syllabus, Discussion |  |  |  |
| 01/10 | NO CLASS  |  |  |  |
| 01/12 | Main Issues in Child Development, History | Berk, Ch. 1 pp-2-15 |  | Chapter 1  |
| 01/17 | Theories | Berk, Ch. 1 pp 16-39 |  |  |
| 01/19 | Research Strategies | Berk, Ch. 2 |  | Chapter 2 |
| 01/24 | Genetics, Prenatal Development | Berk, Ch. 3 pp. 70-105Stuff You Should Know: How twins work (5/10/10) |  |  |
| 01/26 | Childbirth | Berk, Ch. 3 pp. 106-125Stuff You Should Know: Can I feel pregnant when my wife is? (5/6/08) | Raise Child through 8 months | Chapter 3 |
| 01/31 | Infancy: Early Learning | Berk, Ch. 4 pp. 126-144 |  |  |
| 02/02 | Infancy: Motor & Perceptual Development  | Berk, Ch. 4 pp. 144-171WNYC’s Radiolab: Shorts: After Birth (8/25/09) |  | Chapter 4 |
| 02/07 | Physical Growth: Childhood | Berk, Ch. 5 pp. 172-199 | Raise Child through 19 months |  |
| 02/09 | Guest Lecture: Parenting Panel |  |  | Chapter 5 |
| 02/14 | Physical Growth: Puberty and beyond | Berk, Ch. 5 pp 200-221 |  |  |
| 02/16 | **Exam** | Ch. 1-5 |  |  |
| 02/21 | Cognitive Development: Piaget | Berk, Ch. 6 pp. 222-257 | Raise Child through 2yr 6 mon |  |
| 02/23 | Cognitive Development: Core Knowledge and Vygotsky | Berk, Ch. 6 pp. 258-274 |  | Chapter 6 |
| 02/28 | Cognitive Development: Information Processing | Berk, Ch. 7 pp. 275-303Stuff You Should Know: Can you remember being born? (11/3/09) |  |  |
| 03/01 | Cognitive Development: Reading and Math | Berk, Ch. 7 pp. 303-315Freakonomics: Those Cheating Teachers! (10/18/11) |  | Chapter 7 |
| 03/06-03-08 | SPRING BREAK |  |  |  |
| 03/13 | Intelligence: Theories and Measuring  | Berk, Ch. 8 pp. 316-328Stuff You Should Know: What makes a genius (4/26/10) | Raise Child through 4yr |  |
| 03/15 | Intelligence: What is means | Berk, Ch. 8 pp. 329-355 |  | Chapter 8 |
| 03/20 | Language: Theory up to almost talking | Berk, Ch. 9 pp. 356-371 | Raise Child through 6yr 11mn |  |
| 03/22 | Language: Development | Berk, Ch. 9 pp. 372-397TED Talks: Deb Roy: The birth of a word (Mar 2011) |  | Chapter 9 |
| 03/27 | **Exam** | Ch. 6-9 |  |  |
| 03/29 | Emotional Development: Emotions & Temperament  | Berk, Ch. 10 pp. 398-424 |  | Chapter 10 |
| 04/03 | Emotional Development: Attachment | Berk, Ch. 10 pp. 398-424 | Raise Child through 12yr 11mn |  |
| 04/05 | Self and Social Understanding | Berk, Ch. 11  |  | Chapter 11 |
| 04/10 | Sex Differences and Gender Roles | Berk, Ch. 13Freakonomics: Misadventures in Baby Making (10/25/11) |  |  |
| 04/12 | Sex Differences and Gender Roles | Berk, Ch. 13 |  | Chapter 13 |
| 04/17 | The Family | Berk, Ch. 14 | Raise Child through 18yr |  |
| 04/19 | Review Class  |  |  | Chapter 14 |
| 04/25 7:30-9:30a | **FINAL EXAM** | Ch. 10, 11, 13-14 |  |  |