

PSYC 4314
Child Psychology
Summer 2019
Course Syllabus

Time: Mon/Tues/Wed – 12:00 PM to 2:50 PM **Location:** Bayou Building, Room 1211

Instructor Information

<i>Instructor</i>	<i>Email</i>	<i>Office Hours</i>	<i>Location</i>
Dr. Nicholas Shaman	shaman@uhcl.edu	Tuesdays 4:00 – 6:00 Wednesdays 4:00 – 6:00	Bayou 1508 Room 7

Course Description

The purpose of this course is to introduce students to the major concepts, research, and methodologies in child psychology. Students will learn to *think critically* about the biological, cognitive, emotional, and social changes across childhood from infancy to the beginning of adolescence. This course examines the biological and environmental foundations of development. The course will teach students to make *connections* between all the aspects of a child's life.

Central Questions

1. Why do children's thoughts and behaviors change during the first decade or so of life?
 - a. What are the changes (or lack of changes) that children go through?
 - b. What are the causes of those changes?
 - c. What are the consequences of those changes?
 - d. How can we apply our knowledge of those changes to influence children's lives?

Student Learning Objectives

The objective of this class is to teach students the major concepts, research, and methodologies in child psychology. By the end of the semester, students will:

1. Identify the key **concepts** of child psychology with *clarity* and *precision*
2. Know the **information** of the cognitive, social, and biological changes that occur during childhood with *accuracy* and *depth*
3. Create *relevant* applications of child psychology and come to *logical* conclusions about the **implications** for children's lives

Required Text

Kail, R. (2015). *Children and Their Development* (7th ed.). Boston, MA: Pearson.

Applied Critical Thinking Statement

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), one model of critical thinking involves thinking for a **purpose**, asking **questions**, using **information**, applying **concepts**, drawing **inferences** and **conclusions**, identifying **assumptions**, anticipating **implications** and **consequences**, and recognizing **points of view**. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity*, *accuracy*, *precision*, *relevance*, *depth*, *breadth*, *logic*, *significance*, and *fairness*.

Class Structure

Lecture

Lecture will be held Monday, Tuesdays, and Wednesdays from 12:00 PM to 2:50 PM in Bayou Building, Room 1211. The purpose of lecture is to introduce and explore new material. Lecture attendance is *required*. Class time will consist of lecture, group activities, and class discussion. Participation is required for an active understanding of developmental psychology. Every day will cover new material. Class time is designed to be engaging and constructive. Do not be afraid to ask questions and challenge ideas.

Exams

There will be four exams in this course. Exams will be taken on Blackboard over the weekends. The exams will be due on June 17th, June 24th, July 1st, and July 9th. The purpose of the exams is to test students' ability to identify the key **concepts** of child psychology with *clarity* and *precision*. The exams are *not* cumulative. Exams will consist of multiple choice and short answer questions. Students will be provided with sample short answer questions in preparation of the exam. Make-up exams will only be given for emergency purposes and will require a doctor's note or other documentation (e.g., program from a funeral). Make-up exams must be arranged prior to the exam. *Student Learning Objective #1*.

Quizzes

There will be 11 quizzes in this class. Quizzes will be taken on Blackboard. Quizzes will cover the readings for the lecture of the current week. Quizzes will be due on every day by the start of lecture at 12:00 PM. Quizzes will be posted the day before. The purpose of quizzes is to reinforce the material and assess whether students know the **information** about child psychology with *accuracy* and *depth*. Quizzes are open book and working with classmates is allowed. These quizzes will be easy and are meant for students to refresh the material in their minds. The lowest quiz grade will be dropped. Because the quizzes are meant to be easy and the lowest score will be dropped, no make-up quizzes will be allowed. *Student Learning Objective #2*.

Writing Assignment and Presentation

There will be one writing assignment and presentation in this course. The writing assignment will be due on Wednesday, July 10th, in class. The purpose of the writing assignment is to assess whether students can create *relevant* applications of child psychology and come to *logical* conclusions about the **implications** for children's lives. Students will be using their knowledge of child psychology to create a children's educational television show. On Wednesday, July 10th, students will give a short 5-minute presentation describing their proposed children's educational television show. Because this assignment requires significant knowledge of child psychology, further details will be provided later in the semester. *Student Learning Objective #3*.

Readings

There will be readings required every week for this class. Every week, a chapter or two from the required textbook will be assigned. The textbook is primarily used for background information. Quiz material will come from the textbook. Class discussion is not possible unless all students are knowledgeable about the content of the textbook.

Attendance and Participation

Students are required to attend lecture every day. During lecture, students will engage in class activities. Students attendance and participation grades will be determined by their presence in class and engagement in class activities.

Extra Credit

An extra credit assignment will be provided to all students at the end of the semester. The extra credit assignment will be worth an additional 20 points on the final grade. Details of the extra credit assignment will be provided near the end of the semester. No other extra credit assignments will be provided.

Grading

The final grade students receive in the class will be based upon the following:

Grade Component	Percentage	Points
Exam 1	15%	150
Exam 2	15%	150
Exam 3	15%	150
Exam 4	15%	150
Quizzes	10%	100
Writing Assignment	20%	200
Attendance and Participation	10%	100
Total	100%	1000

The final letter grade will be determined from the average students receive using the formula above:

	A = 1000 to 930	A - = 929 to 900
B + = 899 to 870	B = 869 to 830	B - = 829 to 800
C + = 799 to 770	C = 769 to 730	C - = 729 to 700
D + = 699 to 670	D = 669 to 630	D - = 629 to 600
	F = Below 600	

Class Calendar

Class Dates	Topic	Readings	Assignment Due
6/10/2019	Introduction to Child Psychology and Concepts of Child Psychology	Chapter 1	
6/11/2019	Genetics and Prenatal Development	Chapter 2 & 3	Quiz #1 & #2
6/12/2019	Physical Growth	Chapter 4	Quiz #3
6/17/2019	Perceptual and Motor Development	Chapter 5	Exam 1 & Quiz #4
6/18/2019	Cognitive Development	Chapter 6	Quiz #5
6/19/2019	Cognitive Processes and Intelligence	Chapter 7 & 8	Quiz #6
6/24/2019	Language and Communication	Chapter 9	Exam 2
6/25/2019	Emotional Development	Chapter 10	Quiz #7
6/26/2019	Self and Social Understanding	Chapter 11	Quiz #8
7/1/2019	Social Behavior and Gender Development	Chapter 12 & 13	Exam 3 & Quiz #9
7/2/2019	Family Relationships	Chapter 14	Quiz #10
7/3/2019	Class Cancelled		
7/8/2019	Peer Relationships	Chapter 15	Quiz #11
7/9/2019	Exam 4		Exam 4
7/10/2019	Presentations		Writing Assignment

Other Important Dates

- June 13th – Last day to withdraw from course without record of enrollment
- July 1st – Last day to withdraw from course with record of enrollment

Critical Thinking Assessment

Student Learning Objective	Poor	Good	Excellent
1. Identify the key concepts of child psychology with <i>clarity</i> and <i>precision</i>	a. Does NOT provide <i>clear</i> examples of each concept <i>OR</i> b. Does NOT provide <i>precise</i> difference between concepts (Evidenced by less than 75% average on exams)	a. Provides <i>clear</i> examples of each concept <i>OR</i> b. Provides <i>precise</i> difference between concepts (Evidenced by 75%-85% average on exams)	a. Provides <i>clear</i> examples of each concept <i>AND</i> b. Provides <i>precise</i> difference between concepts (Evidenced by 85%-100% average on exams)
2. Know the information of the cognitive, social, and biological changes that occur during childhood with <i>accuracy</i> and <i>depth</i>	a. Does not display <i>accurate</i> information about changes <i>OR</i> b. Does not display a <i>depth</i> of information about changes (Evidenced by less than 75% average on quizzes)	a. Displays <i>accurate</i> information about changes <i>OR</i> b. Displays a <i>depth</i> of information about changes (Evidenced by 75%-85% average on quizzes)	a. Displays <i>accurate</i> information about changes <i>AND</i> b. Displays a <i>depth</i> of information about changes (Evidenced by 85%-100% average on quizzes)
3. Create <i>relevant</i> applications of child psychology and come to <i>logical</i> conclusions about the implications for children's lives	a. Does not create a <i>relevant</i> application (implication) <i>OR</i> b. Does not create a <i>logical</i> application (implication) (Evidenced by less than a 75% on writing assignment)	a. Creates a <i>relevant</i> application (implication) <i>OR</i> b. Creates a <i>logical</i> application (implication) (Evidenced by 75%-85% on writing assignment)	a. Creates a <i>relevant</i> application (implication) <i>AND</i> b. Creates a <i>logical</i> application (implication) (Evidenced by 85%-100% on writing assignment)

Rules and Guidelines

Academic Integrity

Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university's Academic Honesty Council, which may impose additional sanctions up to and including expulsion. All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy.

Students with Disabilities

If you believe that you have a disability requiring an academic adjustment/auxiliary aid, please contact Disability Services by phone at 281-283-2648, or email disability@uhcl.edu, or go to the office in the Student Services Building (SSCB), Room 1.302. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Late or Missing Work

Students are responsible for completing their assigned work on time. Students who do not complete assignments will receive a grade of 0 for that assignment. Late work will not be accepted, except under special circumstances. These circumstances must have documentation. Whether a student deserves additional time to complete an assignment is up to the discretion of the instructor.

Grade Disputes

The instructor does his best to ensure that no mistakes are made in grading; however, mistakes can be made. If students are concerned about the grade they received on an exam or paper, they should feel safe to go to their instructor. Students must dispute their grade within 14 days of receiving it or no changes will be made.

Incomplete Grades

A grade of Incomplete ('I') may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing course requirements. When assigning the grade of 'I,' instructors provide students with an Incomplete Grade Contract that outlines the work to be accomplished before the 'I' can be converted to a final grade and specifies a deadline date.

Drop Rule Limitation

Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

Changes

The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Free Pantry in Dean of Students Office

If you are in need of immediate access to food, hygienic items, or school supplies (no clothing), the Dean of Students Office maintains a small pantry that you can access with no questions asked. The pantry is located within the Dean of Students Office in a private area. Simply stop by the DOS office and ask to use the pantry. You can also ask to speak to a staff person and do not have to disclose that you want to visit the pantry to any student at the front desk. Donations needed: If you would like to donate to the pantry, on-going needs include non-perishables, canned goods (stews, chili, tuna, vegetables, etc.), male and female specific hygiene products, and school supplies. Please bring donations to the Dean of Students Office in SSB 1201.