

PSY235: Child Psychology

Location: Stewart Center STEW314, MWF 9:30 am - 10:20 pm OR ONLINE
8:30-9:20am OR Asynchronous

Course Dates: Aug 24, 2020 - Dec 4, 2020 (face-to-face instruction stops on Nov 24)

Instructor: Dr George Hollich (ghollich@purdue.edu).

Teaching Assistant: Taylor Halligan (thalliga@purdue.edu).

Contact Information? For personal issues, concerns, or scholastic accommodations, contact ghollich+235@gmail.com. I respond to emails within 24 hours: If you don't get a response within a day, *please re-send* (I won't be offended, since I can sometimes miss emails in the avalanche of spam emails I get every day). In addition, I am available after class, or via office phone (call 765-494-2224 and leave a voice message) or via Google, FaceTime, or WebEx (Connection information available via email).

Course questions? Ask in [the course FAQ](#) after reading the syllabus carefully and checking the FAQ, as your question may have already been answered. New, original questions will be answered ASAP.

Course Format? This class adopts a **hy-flex model** for class participation. That is, it can be completed remotely or in-person, synchronous or asynchronous or **any combination*** of these, depending on personal and global circumstances. The TopHat platform/course page makes this flexibility possible and is available on phones, tablets, laptops, and most any internet connected device and will allow you to participate wherever and whenever you choose. **NOTE:** At the start of the semester, for classroom de-densification purposes, campus students will be assigned Monday or Wednesday, plus every other Friday as the days you may attend class face-to-face. This arrangement may change if additional spots become available or if we shift to completely online instruction.

**Technically, you can't do asynchronous, in-person since that would be just you alone in the classroom.*

Goals & Learning Objectives? In this course, we will explore the mystery that is growing-up – how we come to be who we are: how we learn to walk, talk, and act around others. As our primary learning goal, I want you to get a hands-on feel for the day-to-day application and importance of developmental psychology in our lives: from parenting to teaching, from playgrounds to shopping malls, and even the doctor's office. More specifically, by the end of this course, you should be able to:

1) **Enumerate** possible *biological* and *environmental* factors involved in a particular child's behavior, including physical, cognitive, and social factors. We do this in order to **develop theories** about why children act the way they do, and to make sure our theories about behavior are sufficiently diverse and comprehensive.

2) **Explain** developmental research across physical, cognitive, and social domains: identifying VARIABLES, POSSIBLE confounds, and KEY FINDINGS discovered by researchers. We do this in order to **TEST our theories** about children.

3) Use developmental theories and research to **EVALUATE** and **CREATE** solutions/interventions to educational, clinical, and societal problems involving children. We do this to move the field and society forward with evidence-based practices.

Important Websites

TopHat (Course ID: 422806) @ <https://app.tophat.com/e/402179> is used as BOTH a Classroom Response System & eTextbook and covers the readings, lectures, assignments, quizzes, & discussions. *TopHat is the MAIN Course platform* and can be accessed through the app or browser on virtually any connected device (smartphone, tablet, computer). TopHat is the only resource you will need to succeed in this course. (Note: the textbook is INCLUDED in TopHat). Brightspace @ <https://purdue.brightspace.com> is simply for class announcements and grades. Email me immediately if you have any difficulty accessing these sites.

Grades and Weighting (100% Total)

Final Letter Grades are on a 10% scale: A's > 90%, B's > 80%, etc.

- 16% - *Readings*: Completing the textbook questions and discussions.
- 24% - *Lecture Participation**: Answering lecture questions and discussion.
- 40% - *Quizzes*: Questions are mostly multiple choice with some essay and serve to insure you have learned key concepts. Studies show that such quizzing will help you remember the material better than simply re-reading.
- 20% - **3 written assignments** each worth 30%, 30%, and 40% of the total assignment grade. These are described in detail on **Tophat**, and are due there.

Grades are based on **understanding, detail, grammar, and application**.

***Lecture Participation Note:** In order to earn high participation points for lecture, you must post both on-time and make a significant contribution to class discussion, regardless of whether you attend the face-to-face class. Typically, these discussion posts are at least 5-6 sentences and include outside references. Maximum participation is awarded to the most prolific and active posters from that chapter. These posts tend to run for several paragraphs, and include detailed description of the outside links. Don't worry though, even if your post isn't one of these top posts for the

week, those who make an honest effort will receive the majority of participation points for that week.

Attendance (Boilermakers Assemble!)

Synchronous class meets in Stewart Center STEW314, MWF 9:30 am - 10:20 pm and there will be a link for online students to watch (and participate via TopHat) if you are joining remotely. REMINDER: At the start of the semester, you may only attend two classes per week (Monday OR Wednesday and every other Friday). (Your specific class assignments should be in my Purdue).

If you are physically coming to class:

1. **Check-up:** Am I ready for this mission? Only come to class if you are 100%.
2. **Suit-up:** wear a face mask. It protects you and those around you (especially in face to face interactions - during class discussion for example)
3. **Clean-up:** prepare your space before and after class.
4. Click the *classroom* tab in TopHat to answer and ask questions during class.
5. Click the *assigned* tab in TopHat to complete lecture homework, quizzes, and future readings after class.

If you are participating remotely during class

1. Click the "join class" link in TopHat (Note: The virtual classroom will only be active while the class is in progress.)
2. Open TopHat and Click the *classroom* tab in TopHat to answer and ask questions during class.
3. Click the *assigned* tab in TopHat to complete lecture homework, quizzes, and future readings after class.

If you are participating asynchronously

1. Click the *assigned* tab in TopHat then click the corresponding lecture page to watch the recorded lecture. (Note: lecture will be available approximately one hour after class ends).
2. Then complete lecture homework, quizzes, and future readings after class.

Tentative Schedule (see TopHat for specific due dates)

Week - Topic

Week 1 - Introduction to the course.

Week 1 - Chapter 1: Research in Child Psychology

Section 1: Physical Development

Week 2 - Chapter 2: Genes & Environment

Week 3 - Chapter 3: Prenatal Development, Birth, & the Newborn

Week 4 - Chapter 4: Healthy Growth, Sleep, & Nutrition

Week 5 - Chapter 5: Neurological Development

Week 6 - Asg 1 DUE

Section 2: Cognitive Development

Week 6 - Chapter 6: Perceptual & Motor Development

Week 7 - Chapter 7: Language Development

Week 8 - Chapter 8: Educational Psychology

Week 9 - Chapter 9: Intelligence & Skills Testing

Week 10 - Chapter 10: Memory & Academic Skills

Week 11 - Asg 2 DUE

Section 3: Social Development

Week 11 - Chapter 11: Emotions, Temperament, & Attachment

Week 12 - Chapter 12: Parental Relationships

Week 13 - Chapter 13: Self Concept & Morality

Week 14 - Chapter 14: Siblings, Peers, & Groups

Week 15 - Chapter 15: Media & Cultural Effects

Week 15 - Asg 3 DUE

Staying on top of things

I am here to facilitate your learning, but fully grasping all the material will require consistent effort on your part. Quite frankly, the class doesn't work without your participation and involvement. Everyone's experience is better if you put effort into reading material beforehand and thinking about how it might be applied in the real world. I should also mention that in the unlikely event of a campus-wide emergency, grading and schedules may change, possibly even stopping the semester early on whatever grade you happen to have at that moment—even more reason to stay on top of things. In short, if you are having difficulties, contact me sooner rather than later. Any changes will be announced via TopHat and Brightspace.

Course Policies

- Any students who need *special accommodations* for learning or who have special needs are encouraged to share these concerns with the professor as soon as possible. They are also encouraged to register with the appropriate offices at the University level to receive the support available there.
- *Purdue University does not tolerate discrimination* on the basis of race, religion, color, sex, sexual orientation, national origin, handicap, disabled status, or special needs. If you believe that you have been discriminated against or if you observe discrimination against other students, talk with the instructor. If this

procedure does not bring satisfactory results, you may speak with a counselor in HHS Student Services or in your own school's counseling office.

- Purdue University is committed to advancing the mental health and well-being of its students. *If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.* For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.
- Emergency preparedness is your personal responsibility. Purdue University is continuously preparing for natural disasters with the ultimate goal of maintaining a safe and secure campus. Check the Emergency Preparedness Plan Posted on Blackboard and at http://www.purdue.edu/ehps/emergency_preparedness/
- The [Protect Purdue Plan](#), which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask in classrooms and campus buildings (e.g., no eating/drinking in the classroom), wearing a face shield when directed by an instructor or when close proximity work is required for extended periods of time, disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors, refraining from moving furniture, avoiding shared use of personal items, and maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class. Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the university code of conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university. Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the supposed violation to and discuss next steps with their instructor.
- **Cheating:** Any cheating will result in a zero for that item as well as stricter penalties, including a report being filed with the dean of students (see Purdue student handbook). This includes sharing of cheat sheets or other quiz misconduct, plagiarism on discussion posts, etc. Don't do it! In particular, plagiarism can sometimes be a problem. Given the online format, it is very easy to copy someone else's ideas and not give them credit. Avoiding plagiarism is all about distinguishing (for you and the class) where the ideas originate. *When in doubt, cite!* Any student who does not give credit for ideas or materials taken from another source (books, periodicals, speeches, or the writings of other students) is guilty of plagiarism.

- “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” - Purdue Honor Pledge (<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>)

Frequently Asked Questions

Are we allowed to join the livestream one day and do asynchronous another day? Yes! It is totally up to you, how and when you participate.

Where are the grades, and how often are they updated? Grades are posted on Brightspace, and they are in percentage form. They are updated weekly and give you feedback on how you are doing in the class. As a reminder, participation (which includes lecture and readings) is 30% of your grade while quizzes account for 40%. That means that hard work in participation can make up for poor quiz scores.

Is there a Final exam? The syllabus doesn't list a final exam, but my online exam schedule shows a scheduled time. What gives? Purdue insists on creating exam times for every section of this class, even though our section doesn't have one. Don't worry, *there is NO final exam for the course.*

Are all of the assignment deadlines midnight? Yes. everything is due at midnight (like Cinderella), But as with many things the due dates are more like guidelines to keep you on track and so we are all on the same page. That said, highest marks go to those who posted on time.

How are the discussions graded? Essentially, I look at everyone's response for all the discussions in the that lecture. Then I award points to everyone who wrote decent answers (5-6 sentences) then I give the highest marks to those that had the best answers and the longest posts. It isn't completely about length; quality matters too, but typically speaking, the longer posts have the most detail and, as a result, tend to have the highest quality. Either way, as long as you post 5-6 sentences you get the majority of points for that week.