

Syllabus - PSY235: Child Psychology

PSY235 Online: May 16, 2022 - Jun 12, 2022

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). In addition, I am available via [Zoom](#) (just about anytime M-F 9-1, but ideally email me first so I can make sure to be there) or phone (call 765-494-2224 and leave a voice message).

Course questions? Ask in the 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.

Goals & Learning Objective: 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 objective, 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: 397919) @ <https://app.tophat.com/e/397919> is used as BOTH a **lecture/discussion/quizzing platform & eTextbook** and covers lectures, quizzes, readings, & discussions. TopHat is the MAIN Course Site 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, *Child Psychology Primer* by George Hollich is INCLUDED, when you purchase access to the course in TopHat. **Brightspace** @ <https://purdue.brightspace.com/> is just for **grades**.

Structure: While the course content IS delivered online, it is structured very much like typical class: with readings, lectures, quizzes, and assignments due at regular intervals. This is done to avoid the natural tendency to put things off and in order to help facilitate student interaction (very difficult if everyone is reading something different). I point this out, because if circumstances require that you miss some days, please let me know as soon as possible (preferably before, or immediately after missing), so that special arrangements can be made with regard to chapter activities, quizzes, and assignments.

Grades and Weighting: Final Letter Grades are on a 10% scale: A > 90%, B > 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 online class discussion, just like in a face-to-face class. Typically, these discussion posts are at least 5-6 sentences (often much more) and include outside references. Maximum participation is awarded to the most prolific and active posters from that chapter, so don't fret if you don't get a perfect score. Solid, on-time efforts will always get 85% or more.

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. Please complete the assignments and posts promptly, because getting behind can lead to an Incomplete and will result in some loss of points. Still, if you miss a due date, you can still get some credit, so please make sure to complete things even if late, since *some points are better than no points*. Everyone's experience is better if you put effort into reading material beforehand and thinking about how it might be applied. In the unlikely event of a campus-wide emergency, grading and schedules may change, 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**. I am happy to give advice and suggestions, but it is easiest to fix a low grade when there are still points left.

Schedule

Date - Topic

May 16 - Introduction to the course.

May 17 - Chapter 1: Research in Child Psychology

Section 1: Physical Development

May 18 - Chapter 2: Genes & Environment

May 19 - Chapter 3: Prenatal Development, Birth, & the Newborn

May 20 - Chapter 4: Healthy Growth, Sleep, & Nutrition

May 23 - Chapter 5: Neurological Development

May 24 - Asg 1 DUE

Section 2: Cognitive Development

May 25 - Chapter 6: Perceptual & Motor Development

May 26 - Chapter 7: Language Development

May 27 - Chapter 8: Theories of Cognitive Development

May 30 - Chapter 9: Intelligence & Skills Testing

May 31 - Chapter 10: Memory & Academic Skills

June 1 - Asg 2 DUE

Section 3: Social Development

June 2 - Chapter 11: Emotions, Temperament, & Attachment

June 3 - Chapter 12: Parental Relationships

June 6 - Chapter 13: Self Concept & Morality

June 7 - Chapter 14: Siblings, Peers, & Groups

June 8 - Chapter 15: Media & Cultural Effects

June 9 - Asg 3 DUE

June 10 - Catch-up (if necessary)

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).
- 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/
- 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>)