

PSYC 226  
SOBA 170

Child and Adolescent Psychology

Fall 2011  
MWF 12:00 – 12:50

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**Required Texts:**

Steinberg, L., Lowe Vandell, D., & Bornstein, M. H. (2011). *Development: Infancy through Adolescence*. Belmont, CA: Wadsworth-Cengage.

**Course Description:** Examines developmental stages from conception through adolescence, giving special emphasis to physical, cognitive, social, and emotional aspects related to maturational as well as learning processes. Traditional lecture-discussion format mixed with group activities and discussion and with textbook, standardized examinations, and a short term paper. **Prerequisite: Psyc 121.**

**Course Objectives:** Upon completion of the course, students should:

- have a general understanding of developmental psychology
- understand how knowledge in specific areas of psychology can be of value in the practice of other professions
- have improved personal development in several areas
  - increased understanding of your own (and others) behavior and emotions
  - improved critical thinking skills
  - advanced communication skills in both speaking and writing

**Thoughts:**

- As your instructor, it is *my* responsibility to present learning opportunities through the course syllabus, lectures, class discussions, assignments, and in-class and out-of-class exercises.
  - It is ***your*** responsibility to do the learning by completing the readings, by attending class, and by participating in class discussions and exercises.
- As your instructor, it is my responsibility to respect your abilities to learn.
  - All of you are capable of reading, and of taking in information from the textbook. Therefore, merely rehashing the text would be an insult to your abilities.
  - My job, therefore, is to explore the topics that the text mentions in other ways. To extend what you learned from the book to other related ideas.
  - *To do this, you must read the text BEFORE class, so that you can understand the relationships between what we are discussing and what you have read.*
- There is a reason behind exams. The reason is not to give you a grade. It is to give you a means of measuring how well you are achieving the primary goal of any course – *mastery of the course content and skills*.
  - If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**COURSE REQUIREMENTS**

**Exams:** Five exams will cover the lecture/class and reading material. Exams will include a blend of multiple choice and true-false questions. Each exam is worth 17% of your final grade (total of 85% of the class grade).

**Critical Thinking Exercises:** Randomly throughout the semester, I will ask all students present in class to write a short (1-2 paragraphs) reaction to a chosen topic of discussion. After a couple of minutes, the class will then use those papers to help organize their thoughts for a brief class discussion of the topic. The papers will be graded pass/fail. If you are not in class, you fail the assignment. If you are in class, but you do not attempt to truly participate in the activity, then you fail the assignment. If you are in class, and you make an honest effort to develop a short reaction to the topic, then you will receive full credit for the paper. To allow for students who miss just once or twice throughout the semester, there will be at least 6 of these papers during the semester. For students who have numerous excused absences, please see me outside of class time. Each exercise that you complete (up to 5) is worth 1% of your final grade (5% total).

**Response paper:** Each student will be required to write three short papers in response to a posted article from BBLearn (Blackboard). I will post at least four different articles onto BBLearn, in a folder labeled "Response Paper Articles." You will need to skim the four articles, choose three to read in depth, and then write a brief response to each of those papers. You do **not** need to summarize the paper – I chose the papers, and therefore I have already read them. Instead, you need to discuss your opinions on the article, how you think it fits in with what you have learned in this or other classes, questions you still have after reading the article, et cetera. Response papers must be submitted as a hard copy (i.e., no, you cannot simply e-mail them to me). Each response paper must be **no less than ¾ and no more than 1** page long; you may use single, 1 ½ or double spacing and you may use any font between 10 and 12 pt to achieve the desired length. (Note: margins should be reasonable as well – there is no need for 3 inch margins on all sides!) The only "header" information at the top of the page should be your name and the title of the article to which you are responding.

Your first response paper is due by the **beginning** of class on September 19<sup>th</sup>. Your second response paper is due by the **beginning** of class on October 17<sup>th</sup>. The final response paper is due at the beginning of class on November 21<sup>st</sup>. Response papers will be graded as follows: you can earn a "check-plus" (100%) – you responded to the material thoughtfully and showed insight and engaged the material fully, a "check" (75%) – you commented on the paper, and perhaps discussed a minor relationship to other areas, but did not really delve beyond the information in the paper itself, a check minus (50%) – you at most commented on the contents of the paper without discussion of how you see it relating to other items. Any paper that fails to even provide a clear commentary about the contents of the paper will receive a 0%. Any paper that is too short will drop by one grading increment (ex., from 75% to 50%) for each **QUARTER** page that it is short. Note: I measure the length of the written paper, excluding header information. Each response paper is worth 3.33% of your final grade for a total of 10% (3 x 3.33% = 10%). However, you should not ignore these papers just because they are worth a small fraction of your grade. **Failure to complete ALL THREE reaction papers will result in an automatic "F" for the course.** Papers that are submitted late and/or excessively short will earn a 0%, but will allow you to earn a passing grade for the semester. Note: All papers must be submitted no later than 3 weeks after they are due, or you will not earn the 0% needed to pass the course.

**Grade Calculation:**

Exam #1 (17%) + Exam #2 (17%) + Exam #3 (17%) + Exam #4 (17%) + Exam #5 (17%)  
+ Critical Thinking Exercises (5%) + Response Papers (10%) = **Course Grade**

**Course Grades:**

93–100	A	90–92.9	A-	87–89.9	B+	83 – 86	B	80–82.9	B-
77–79.9	C+	73–76.9	C	70–72.9	C-	67–69.9	D+	60–66.9	D

**EXTRA CREDIT:** You may opt to complete extra credit activities to be added to your final course grade. You can elect to participate in the Psychology Department's participant pool or to complete an alternative assignment arranged by the instructor (ex., writing a paper, reviewing a film). I strongly encourage any student who does not understand the material to meet with me during office hours or to meet with one (or more) of the teaching assistants. Departmental policy for extra credit requires that you must complete 3 extra credit points which will count as a rise in your final grade by two and a half (2½) percentage points. All extra credit points must be obtained before any benefit to your grade will be realized. These extra credit points cannot count towards any other class.

While other alternative options may be arranged with me on an individual basis, traditionally I have counted for extra credit: the research studies, attending the presentation session for the research studies, or writing a fourth reaction paper on the final article posted to BBLearn.

**WITHDRAWAL POLICIES** A course may be dropped without a designated grade during the first two weeks of a term of the regular academic year. From the third to the eleventh weeks, a grade of "W" is assigned. After the eleventh week, a grade of "F" is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or received a grade of "F". Withdrawal from a course after the deadline requires petition to and approval of the Admissions and Standards Committee and/or the Vice President of Academic Affairs.

**Last day to drop without a grade for Fall 2011 is Tuesday, August 30<sup>th</sup>.**

**Last day to drop and receive a "W" for Fall 2011 is Friday, November 11<sup>th</sup>.**

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES** It is the policy of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Written notification to faculty from the Office of Counseling and Health Education is required for any academic accommodations. If you are eligible to receive and accommodation and would like to request it for this course, please discuss it with me and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about services for students with disabilities or procedures for requesting services, you may contact the Office of Counseling and Health Education at 488-2663.

#### **University of Evansville ACADEMIC HONOR CODE**

**"I understand that any work which I submit for course credit will imply that I have adhered to the Academic Honor Code: I will neither give nor receive unauthorized aid nor will I tolerate an environment which condones the use of unauthorized aid."**

Failure to adhere to this code will result in receiving an "F" for the course.

Tentative Course Calendar: You will be notified in class if changes to this schedule are necessary.

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
8/24	Introduction to Child Development	n/a
8/26	The study of child development	Ch 1
8/29	The study of child development (con't)	Ch 1
8/31	Nature with nurture	Ch 2
9/2	Nature with nurture (con't)	Ch 2
9/5	Nature with nurture (con't)	Ch 2
9/7	Conception, prenatal development, and birth	Ch 3
9/9	Conception, prenatal development, and birth (con't)	Ch 3
<b>9/12</b>	<b>Exam #1</b>	
9/14	Physical development in infancy	Ch 4
9/16	Physical development in infancy (con't)	Ch 4
9/19	Physical development in infancy (con't)	Ch 4
	Cognitive development in infancy	Ch 5
	* First reaction papers due at the beginning of class today!	
9/21	Cognitive development in infancy (con't)	Ch 5
9/23	Cognitive development in infancy (con't)	Ch 5
9/26	Socioemotional development in infancy	Ch 6
9/28	Socioemotional development in infancy (con't)	Ch 6
9/30	Socioemotional development in infancy (con't)	Ch 6
<b>10/3</b>	<b>Exam #2</b>	
10/5	Physical development in early childhood	Ch 7
10/7	Physical development in early childhood (con't)	Ch 7
10/10	<b>FALL BREAK</b>	
10/12	Cognitive development in early childhood	Ch 8
10/14	Cognitive development in early childhood (con't)	Ch 8
10/17	Socioemotional development in early childhood	Ch 9
	* Second reaction papers due at the beginning of class today!	
10/19	Socioemotional development in early childhood (con't)	Ch 9
10/21	Socioemotional development in early childhood (con't)	Ch 9

**10/24 Exam #3**

10/26	Physical development in middle childhood	Ch 10
10/28	Physical development in middle childhood (con't)	Ch 10
10/31	Cognitive development in middle childhood	Ch 11
11/2	Cognitive development in middle childhood (con't)	Ch 11
11/4	Cognitive development in middle childhood (con't)	Ch 11
11/7	Socioemotional development in middle childhood	Ch 12
11/9	Socioemotional development in middle childhood (con't)	Ch 12
11/11	Socioemotional development in middle childhood (con't)	Ch 12

**11/14 Exam #4**

11/16	Physical development in adolescence	Ch 13
11/18	Physical development in adolescence (con't)	Ch 13
11/21	Physical development in adolescence (con't)	Ch 13
	Cognitive development in adolescence	Ch 14
	* Third reaction papers due at the beginning of class today!	
11/23	<b>THANKSGIVING BREAK</b>	
11/25	<b>THANKSGIVING BREAK</b>	
11/28	Cognitive development in adolescence (con't)	Ch 14
11/30	Socioemotional development in adolescence	Ch 15
12/2	Socioemotional development in adolescence (con't)	Ch 15
12/5	Socioemotional development in adolescence (con't)	Ch 15

12/7 **READING STUDY DAY**

**12/9 EXAM #5 – 12:30 pm**

**\*note: although the fifth exam is scheduled during finals week, it is not comprehensive.**