

PSYCHOLOGY 2308: CHILD AND ADOLESCENT PSYCHOLOGY

Spring 2010

Course Information:

Instructor: Pamela B. Grossman, Ph.D.
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Sections: A1 Monday-Wednesday 2:50-4:05 pm

OFFICE HOURS: Monday-Friday: 8:30 am to 10:45 am
Tuesday, Thursday: 1:15-2:40 pm

(Note: If you need to speak to me, do it before class, as I will not be available at the end of class. I leave immediately to go to my private practice.)

COURSE DESCRIPTION: This course presents a study of the biological, cognitive, social and emotional changes and problems associated with child growth and development.

SEMESTER CREDITS: Three.

PREREQUISITES:

Prior completion of PSYC 2301 is encouraged. Good reading and writing skills are required for success.

CORE CURRICULUM: This is a Core Course in the 42-Hour Core of Blinn College. As such, students will develop proficiency in the appropriate Intellectual Competencies, Exemplary Educational Objectives, and Perspectives. For details see <http://www.blinn.edu/corecurriculum.htm>

COURSE TEXT:

1. **Required:** Shaffer, D. R. & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. 7th Edition. Thomson Wasdworth, Belmont, CA.
2. Six green scantrons for exams

3. **Recommended:** Hensch, S. A. (2007). *Study Guide for Developmental Psychology: Childhood and Adolescence*. 7th Edition. Thomson Wadsworth, Belmont, CA.

COMPANION WEBSITE FOR THE TEXTBOOK:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780534632526&disciplinenum=24

STUDENT LEARNING OUTCOMES:

Those who successfully complete this course will be able to:

- Differentiate age-related changes and their importance in the biological, cognitive, and moral development of the child from conception through adolescence.
- Identify the work of leading contributors to the field of developmental psychology.
- Evaluate the central features of major developmental/psychological theories in Learning, Perception, Language, Cognitive and Personality.
- Characterize age-related changes and their importance in social and emotional development of the child from conception through adolescence.
- Apply critical thinking skills to assess the use of scientific method in Psychology as well as analyze research reports of human development.
- Summarize basic psychological terms and concepts used in describing development of the child from birth through adolescence
- Utilize key psychological terms and concepts in Child Development in real life examples.
- Evaluate the effects of different contexts (culture, family, school, peers, and media) on social, emotional, moral and cognitive development.

This course will require students to use library resources and become familiar with Psychological Research and Review Journals. In addition, it will foster an ongoing awareness and critical appraisal of current research and applications in Psychology.

ADA STATEMENT:

Information regarding procedures for documenting disabilities can be obtained from the Counseling Office, Rm. S157 (209-7250). To enable students with disabilities to achieve their highest potential, reasonable accommodations on exams or assignments will be made for documented disabilities. Students must present documentation as soon as possible for the instructor to arrange accommodation.

CIVILITY STATEMENT:

Members of the Blinn College community, which include faculty, staff and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect, and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others.

If a student is asked to leave the classroom because of uncivil behavior, the student **may not** return to that class until he or she arranges a conference with the instructor: it is the student's responsibility to arrange for this conference.

SEATING CHART:

Students will be seated according to a seating chart on the first day of class. This is to facilitate attendance recording and the instructor learning names of the students.

ATTENDANCE:

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chair, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep a record of attendance from the first day of class and/or the first day the student's name appears on the roster through final examinations. If a student has one week's worth of unexcused absences during the semester, he/she will be sent an e-mail by the College requiring the student to contact his/her instructor and schedule a conference immediately to discuss his/her attendance issues. Should the student accumulate two weeks' worth of unexcused absences, he/she will be administratively withdrawn from class.

There are two forms of excused absences recognized by the institution:

- (1) Observance of religious holy days. The student should notify his/her instructor(s) not later than the 15th day of the semester concerning the specific date(s) that the student will be absent for any religious holy day(s); and
- (2) Representing Blinn College at an official institutional function
- (3) Other absences may be excused at the discretion of the faculty member.

Please refer to the attendance policy file posted on ECAMPUS for further information regarding the attendance policy. I will be taking attendance at the beginning of each class and will enter it directly onto the ECAMPUS Attendance Book. *Students who are more than 5 minutes late for class will be counted as tardy for that class date. It is the student's responsibility to alert the instructor that they came in late, following the calling of the roll.*

COURSE ASSIGNMENTS AND GRADING:

Exams:

There will be THREE exams and a final. Each will cover a section of the course content as indicated in the class schedule. Each of the three exams will be worth 100 points and will consist of 50 questions in either multiple choice, true/false, or matching format. There will also be some bonus questions on each exam, but not on the final exam.

The final exam is cumulative. It will be worth 150 points and will consist of 75 questions. Any information contained in the text, study guides, lecture (including videos shown in class), lecture slides or other handouts provided in class may appear on exams. Failure to discuss material from the text during lecture DOES NOT exclude that material from the exams.

Exam Make-Up Policy:

Only students who have a documented excused absence for the day of the exam may make the exam up. The student is responsible for making arrangements to take the make-up exam with the instructor. An optional exam can be used to substitute for one of the exam grades. So if a student misses an exam for any reason that is not excused, or fails an exam, they may take the optional exam as a make-up.

Use of eCAMPUS:

All lecture notes, quizzes, homework assignments, instructions for written assignments, resources for students, dates for tests, etc. will be provided via the ECAMPUS system on eCampus. Students are required to check eCAMPUS frequently for assignments and instructions. If you have any problems using eCAMPUS, see your instructor, or contact the Help Desk for Distance Learning. You may use eCAMPUS to email the instructor or other students in this class. A portion of class time will be spent teaching how to use the eCAMPUS system for this class.

Readings:

This class will incorporate most of the chapters in Shaffer & Kipp (2007). Students should read the chapters before attempting the quizzes, in order to save time and effort. Powerpoint slides for each chapter will be posted on-line. However, the best way to learn lecture material is to take notes.

Chapter Quizzes:

There will be a chapter quiz for each chapter on eCampus. These quizzes will assess students' knowledge of book material and are intended to help with mastery of the material prior to the test. The Quizzes will be due during the last week of class, so you may complete them at your own pace. However, it is highly recommended that you take the quizzes as we cover each chapter, and before the exam on that chapter.

Each quiz is worth 15 points and your highest 10 quizzes will be taken to compute your quiz average. You will have an opportunity to correct your first submission for each quiz. For example, if you receive a grade of 75 on Chapter 1 quiz, you can resubmit to get a higher grade and the highest grade will be entered in the grade book.

Class Writings:

Throughout the semester, there will be a series of short in-class or homework writing assignments or products. Class writings will count as the Participation Grade, and will account for 100 points about 12% of your total points in the class. These writings will be submitted in hard-copy format or in an ECAMPUS drop-box, depending on the assignment instructions.

“Developmental Psychology in the News” Assignment:

Students will be required to research one story about child and adolescent psychology they see in the news, and find out more about the topic than the information given in the media report (from any news program, news website, magazine, or newspaper). The purpose of the assignment is to extend knowledge past what would be acquired in the popular media, to examine and analyze the scholarly work that is the basis for the news story. Instructions and a rubric will be provided for this paper, which should be about 4 pages double-spaced.

As part of this assignment, students will make a poster illustrating the topic they researched. This will be displayed in class in a “Poster Session,” during the last week of class. Students will answer questions about their poster during the Poster Session.

The paper will be turned in through eCAMPUS, and reviewed by TurnItIn.com for originality. **YOU MAY NOT COPY WORD FOR WORD, WITHOUT QUOTING YOUR SOURCE APPROPRIATELY. DO NOT OVER-USE QUOTES.** References must be given in APA format. **THERE IS A HANDOUT ON PLAGIARISM AND ON HOW TO USE APA FORMAT PROVIDED ON eCAMPUS UNDER “Writing Assignments” in the Lessons section of eCAMPUS.**

All papers must be turned in to the eCAMPUS DROP BOX by their due date. Papers can be turned in EARLY through the “Turn It In” drop box on eCAMPUS for feedback on the originality of the work, BUT YOUR FINAL DRAFT MUST BE TURNED IN BY THE DUE DATE. Late papers will not LOSE A LETTER GRADE FOR EACH DAY THEY ARE LATE.

Grades:

Grades will be based on a percentage of the possible points as follows:

720-800 points	A	90-100%
640-719 points	B	80-89%
560-639 points	C	70-79%
480-559 points	D	60-69%
0-479 points	F	0-59%

Grades will not be curved or rounded. All grading decisions are at the discretion of the instructor and are final.

1. Exams: 300 points
2. Final Exam: 150 points
3. "Developmental Psychology in the News" Paper and Poster: 100 points
4. Chapter Quizzes: 150 points
5. Class Writings: 100 points (participation)

Extra Credit:

There are several ways to earn extra credit in the course. Students may complete the following types of assignments to earn extra credit. Although a student may complete more than one extra credit assignment during the class, **no student may earn more than 40 points of extra credit during the semester.**

1. **Chapter Quizzes:** There will be a few extra chapter quizzes that can be taken online for extra credit in the class. Each will be worth 15 points.
2. **Summary of a Documentary Video:** Write a 2-page (double spaced) analysis of a video or podcast (minimum length 45 minutes) on a **child/adolescent developmental psychology-related topic**. A good website to find scientific documentaries for this extra credit option is www.pbs.org. Documentary series that include some excellent programs on psychology-related issues include Nova, Frontline, and Scientific American Frontiers. If you are unsure if a documentary is appropriate, get approval from the instructor by emailing the link. Each video summary is 10 points.
3. **Summary and Reaction to a Lecture or Presentation:** Students may attend a lecture or presentation on a topic relevant to child and adolescent psychology. Students will be required to sign in at the talk, and then write a 2-3 page double-spaced summary and reaction to the talk. This assignment is worth 20 points.

All extra credit assignments must be completed on or before April 30.

Blinn E-Mail:

Each student will be given an official Blinn e-mail address while enrolled as a student. To access this information you will need to go to the following website: <http://www.blinn.edu/acadtech/studentemail/>. **ALL COMMUNICATIONS REGARDING THIS CLASS WILL BE CONDUCTED VIA ECAMPUS OR BLINN E-MAIL.** You are responsible for any and all information sent to your Blinn e-mail or to your ECAMPUS account. It is your responsibility to check these accounts frequently and in a timely manner.

Electronic Device Policy:

All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in all Blinn College classrooms and associated laboratories. Any noncompliance with this policy will be addressed in accordance with the Blinn College civility policy (Administrative Policy). Additionally, any communication understood by the instructor to

be in the nature of cheating will have consequences in accordance with this Blinn College policy section regarding academic dishonesty [FLB (Local)]. Students exempted from this policy section include active members of firefighting organizations, emergency medical services organizations, commissioned police officers, on-call employees of any political subdivision of the state of Texas, or agencies of the federal government. Exempted students are expected to set the emergency-use devices on silent or vibrate mode only.

Any student violating this policy shall be subject to discipline, including suspension, in accordance with FM.

OTHER POLICIES:

No food or drinks are allowed in the classroom. Appropriate dress is required. Blinn College does not tolerate cheating, plagiarism or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty Policy. Please be aware that arriving late or leaving class (and returning) is disruptive to other students as well as the instructor and is to be avoided. **ALL CELL PHONES AND PAGERS MUST BE TURNED OFF UPON ENTERING ANY CLASSROOM, LIBRARY OR THE LEARNING CENTER.**

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Scholastic Dishonesty Policy.

All tests are closed-book unless otherwise stated.

OFFICE HOURS:

I will be in my office for the office hours stated above.

PSYCHOLOGY CLUB/PSI BETA:

For those with a deeper interest in psychology, Blinn has a psychology club and a chapter of [Psi Beta](#), a national honor society for psychology students at two-year colleges. Although this is of primary interest to psychology majors, it is open to any student with an interest in psychology. All that is required is an overall "B" average and a "B" average in psychology courses you have taken. If you are interested in this for the fall, please talk to Dr. Linda Jones or myself.

THE INTERNET:

I assume that most students now have computers and internet accounts. If you don't, there are computers in both the library and the learning center available for your use in completing internet assignments. If you're unfamiliar with browsing the internet, the staff will be glad to help you. Ask me for help, too. That's what I'm here for. This course will require the use of ECAMPUS. If you are unfamiliar with this platform, please see me or contact Distance Education for a tutorial.

COURSE SCHEDULE:

This is only a tentative schedule. Any changes will be announced during lecture. Exams may be earlier or later than the dates listed. If you miss or are unprepared for an exam because you did not attend class when calendar changes were announced, you will not be allowed to make up the exam. **Check eCAMPUS for announcements of test dates.** It is your responsibility to be prepared for all class sessions by reading the assigned material in advance and having scantrons and pencils to take exams on scheduled days. Only the final exam is cumulative.

Spring Semester 2010 Schedule

Week Dates	Lecture Topics Exam Dates	Homework/Papers	Quizzes
Week 1 Jan. 19-22	Welcome and Review CIS and Class Policies Chapter 1. Developmental Psychology & Research Strategies	Read CIS Read Chapter 1	Chapter 1 Quiz
Week 2 Jan. 25-29	Chapter 1 continued Chapter 2. Theories of Human Development	Read Chapter 2	Chapter 2 Quiz
Week 3 Feb. 1-5	Chapter 2 continued Chapter 3. Hereditary Influences	Read Chapter 3	Chapter 3 Quiz
Week 4 Feb. 8-12	Chapter 3 continued Chapter 4. Prenatal Development	Read Chapter 4	Chapter 4 Quiz
Week 5 Feb. 15-19	Chapter 4 continued. Exam 1: 2/17/10 Begin Chapter 5. Infancy	Exam 1 (Chapters 1-4)	Chapter 5 Quiz
Week 6	Chapter 5 continued.	Read Chapter 6	Chapter 6 Quiz

Feb. 22-26	Topic for “Developmental Psychology in the News” due for approval by Instructor due 2/24/10 in class for approval. Chapter 6. Physical Development		
Week 7 Mar. 1-5	Chapter 7. Development: Piaget and Vygotsky	Read Chapter 7	Chapter 7 Quiz
Week 8 Mar. 8-12	Chapter 8. Information Processing Perspective	Read Chapter 8	Chapter 8 Quiz
SPRING BREAK	SPRING BREAK	SPRING BREAK	
Week 9 Mar. 22-26	Exam 2 (on Chapters 5-8) 3/22/10 Chapter 9. Intelligence	Read Chapter 9	Chapter 9 Quiz
Week 10 Mar. 29-Apr. 1	Chapter 10: Language & Communication Skills	Read Chapter 10	Chapter 10 Quiz
Week 11 Apr.5-9	Chapter 11. Emotional Development, Temperament & Attachment	Read Chapter 11	Chapter 11 Quiz
Week 12 Apr. 12-16	Read Chapter 12. Development of the Self & Social Recognition 4/16 Last Day to drop with a W	Read Chapter 12	Chapter 12 Quiz
Week 13 Apr. 19-23 Exam 3	Exam 3 (on Chapters 9-12) on 4/19/10 Read Chapter 13. Sex Differences & Gender Role Development	Read Chapter 13	Chapter 13 Quiz
Week 14	Chapter 14. Aggression, Altruism, & Moral	Read Chapter 14	Chapter 14 & 15 Quizzes (Chapter

Apr. 26-30	Development Chapter 15. The Family	&15	15 is extra credit)
Week 15 May 3-5	Poster Session: 5/3/10 Chapter 16. Computers, Schools, & Peers	Poster due 5/3/10 Read Chapter 16	Chapter 16 Quiz (extra credit)
Final Exam	Final Exam: 2 hour time limit. Bring 1 scantron.		

Final Exam Schedule:

Section A5 Monday May 10 10:15 am-12:15 pm A268

Section D2 Thursday May 6 12:25-2:25 pm A268

Section D3 Tuesday May 11 12:45-2:45 pm A268