**PSYCHOLOGY 410:**
**CHILD PSYCHOLOGY**
**SONOMA STATE UNIVERSITY**
Fall 2017
Stevenson 3036
Thursdays 8:00-11:40AM

**PROFESSOR**
Dr. Missy Garvin
Stevenson 3092B
Office Hours: Wednesdays 11-12, every other Wednesday 12:00-2:00, and by appointment
E-mail: missy.garvin@sonoma.edu (preferred)
Phone: 664-3397

**COURSE DESCRIPTION AND GOALS**
This course is designed to give students a broad overview of the field of child development. A major goal of this course is to acquaint students with the major themes and approaches of the field, including nature/nurture, continuity/discontinuity, plasticity, and individual differences. This goal aligns with the Psychology Department’s Learning Goal (DLG) of understanding the major concepts, theories and perspectives in psychology. Additionally, students will become familiar with the major methodologies used to study children’s development. This matches the DLG of understanding and applying basic research methods in psychology and the social sciences. The specific areas of development, including biological, cognitive, social, and emotional development, will be presented chronologically, from the prenatal period through adolescence. This will address the DLG of reflecting on personal experience in light of psychological knowledge, and applying psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems. The emphasis of this course is on normative development, although atypical development will also be addressed. As normative development is addressed, we will highlight cross-cultural variations in development, also meeting the DLG of recognizing and understanding the complexity of cultural diversity in light of psychological knowledge.

Students are strongly encouraged to attend all classes and should come prepared, having completed the required readings. Each class will be a mixture of lecture, discussion, and activities, and students are expected to participate.

**COURSE TEXT AND READINGS**

Additional readings will be required and announced in class. The professor has posted these readings on the course website.
**COURSE WEBSITE**
Access to the course website can be found by logging into your account. The tab will be on the left by your email tab and will read “Moodle.” Once in Moodle, click the “My Home” button on the left and then click to enter our course. *It is the responsibility of the student to check the course website regularly for course information.*

**MATERIALS/FORMS**
You will need to purchase three (3) Scantron 982E forms (the ones that are blue, full size, and accommodate 100 answers -- they are available in the bookstore). **Only a standard #2 pencil can be used on these forms.** Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils. You will also need supplies for creating the assigned book.

**COURSE REQUIREMENTS**
Exams:
- Midcourse Exams (2) 2 x 50 pts = 100 points
- Final 80 points

In-class assignments: (10) 10 x 5 pts = 50 points

Written Assignments:
- Paper 40 points
- Book 40 points
- CMOSC Service Learning 60 points
- CMOSC Rough Draft 10 points

Total 380 points

**Exams**
Exams 1 and 2 will consist of multiple choice questions and short answer and the final will consist of multiple choice, short answer, and essay questions. All exams cover course readings, lectures, discussions, and videos. The first exam will cover the first third of the course, and the second will cover the second third of the course. The final will be cumulative with an emphasis on the final third of the course. The midcourse exams will be given during the regularly scheduled class time. Due to previous experiences, students will be asked to keep all personal belonging, including cell phones against a wall, not at their seats during exam time. Please plan accordingly. If there is a special need for an accommodation, it is the student’s responsibility to discuss this with the professor at least one week prior to the exam time.
In-Class Assignments (ICAs)
Individual and small group in-class activities will be distributed during class throughout the semester. Assignments are not limited to but may include brief writing assignments, student lead discussions, small group work with mini-reports, or comments and questions on the day’s material. The purpose of the activities is to aid in processing material, to promote class discussion, and to emphasize the practical applications of some of the concepts learned in class or in readings. There will be a total of 12 ICAs throughout the semester; all of the ICAs will be graded out of a possible 5 points each. Satisfactory completion of 10 of the 12 activities is required to obtain the maximum number of points (50 points). If students complete more than the required 10 assignments the lowest score(s) will be dropped. Students are required to come prepared to class everyday with a writing utensil and blank paper. **Students will NOT, under any circumstances, be able to make up any missed in-class assignments.**

Written Assignments
All written assignments must be submitted BOTH in class and through Moodle by 8:00am on the due date (see “Late Assignments”). They should be double-spaced, 12 point Times New Roman (or equivalent), have one-inch margins, and be in APA format (including a reference page). A detailed assignment sheet will be handed out two weeks prior to the assignments due date.

*Paper: Parenting Decisions*
Students will choose one of several common parenting struggles and make a recommendation for how to handle the situation based on information discussed in the course. Students will write a 2 page paper discussing the recommendation and justifying it.

*Book:*
Students will work in small groups to create a children’s book that illustrates a concept learned in class.

*Service Learning*
Students will work in small groups in order to assist the Children’s Museum of Sonoma County to assess the effectiveness of their exhibits. Students will be expected to visit the CMOSC and will present their findings to the class and to the staff of the museum. In order to visit the museum, you must sign-in at the front desk in order to receive a visitor pass to allow you free entrance to the museum. **Attendance is MANDATORY on the day of the presentation.**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Grade Received</th>
<th>Total Points Earned</th>
<th>Grade Received</th>
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</thead>
<tbody>
<tr>
<td>342-380</td>
<td>A- to A</td>
<td>228-265</td>
<td>D- to D+</td>
</tr>
<tr>
<td>304-341</td>
<td>B- to B+</td>
<td>Below 228</td>
<td>F</td>
</tr>
<tr>
<td>266-303</td>
<td>C- to C+</td>
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**Brownie Points**
Each class session will include a review of current news related to child development (think broadly!). Students are encouraged to bring in news clips or describe a news story heard on the radio or TV in order to form the basis of these class discussions. For every unique news item brought in, the class will receive one “brownie point.” Once the class has reached a total of 10 brownie points, the professor will bring in brownies (or another agreed upon treat!).

**Course Outline, Readings, and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Course Introduction and Major Theories of Child Development</td>
<td>pp.1-18, pp. 35-50, pp. 56-62</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Research Strategies and Developmental Contexts Genetics and Prenatal Development</td>
<td>pp.19-34, 50-56 ch. 3</td>
</tr>
<tr>
<td>Sep 7</td>
<td>Brain Development Infancy I: In the Beginning <strong>DUE: First visit to CMOSC</strong></td>
<td>pp. 188-192, ch. 4</td>
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<tr>
<td>Sep 21</td>
<td>Exam 1</td>
<td>STUDY!</td>
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<td>Sep 28</td>
<td>Infancy IV: Attachment Theory Language Development</td>
<td>pp. 160-169</td>
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<td>Oct 19</td>
<td>Middle Childhood II: Social and Emotional Development Middle Childhood III: Schooling <strong>Due: Draft of CMOSC Project</strong></td>
<td>pp. 312-341</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Exam 2</td>
<td>STUDY!</td>
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<tr>
<td></td>
<td>Middle Childhood IV: Morality and Peers</td>
<td>pp. 342-371</td>
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MAKE-UP POLICY
A make-up or extension on a course requirement will only be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me (by leaving me a voicemail or email message including your name and telephone number) as soon as possible and no later than the day after the scheduled exam/quiz/essay date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, see me.

Late Assignments: All written assignments (including the paper) are due at the beginning of class on the due date. Unexcused late assignments (i.e., assignments not handed in at the beginning of class) will be reduced a full-grade and will continue to drop an additional full-grade for every 24 hours it is late. In-class writing assignments may not be made up in any circumstances.

Grading Disputes: Students who would like to dispute their grade on an exam or assignment must provide a written explanation of their concerns to the professor within one week after the assignments have been returned to the class. After receiving a written explanation, the professor will review the exam or assignment in its entirety and such reviews may result in losing as well as gaining additional points.
**RESPONSIBILITIES**

Professor Responsibilities:
- Provide prompt and constructive feedback to you on assignments, exams, and points raised in class.
- Begin and end class on time.
- Meet with students to discuss course material when requested.
- Respect diverse viewpoints and opinions in class discussions.
- Respond to emails promptly (usually within 24 hours, except on weekends).

Student Responsibilities:
- Be prepared for class.
- Hold onto all graded assignments after they have been returned. They will help you keep track of how you are doing in the course and will serve as a record of your work in the class. Situations about disputed scores or missing scores can only be resolved by the student having a record of the graded assignment.
- Contact the professor *as soon as possible* if you are having difficulty with understanding the course material. I am available via email, office hours, and by appointment to talk with students about the course and will do as much as possible to help students master the course material.
- Check the course website for course information.
- Turn off cell phones during class and refrain from distracting behavior.
- Respect the views of all students in the class.

**ADMINISTRATIVE INFORMATION**

- If you need *course adaptations or accommodations because of a disability*, if you have *emergency medical information* to share with me, or if you need *special arrangements in case the building must be evacuated*, please let me know about your specific needs by making an appointment with me as soon as possible, or you may see me during my office hours. In addition, please note that all academic adjustments must be approved by Disability Services for Students (DSS).
- You are responsible for understanding *University policies and procedures* about add/drops, academic renewal, withdrawal, incompletes, etc. Please familiarize yourself with these policies found here [http://www.sonoma.edu/academics/calendar.html](http://www.sonoma.edu/academics/calendar.html) and, where it is relevant, be aware of University deadlines regarding such procedures.

**ACADEMIC HONESTY**

To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism – which includes both taking others words, or ideas, and using them as your own) will not be tolerated. If you are found to engage in an act of academic dishonesty, it will result in negative consequences on the course requirement in question as well as the possibility of failing the course. In addition, acts of academic dishonesty will be reported to the Chairperson of the Department. You are responsible for understanding and following the
Sonoma State University Cheating and Plagiarism Policy located on the web at http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml. This Policy requires that you be honest in all your academic course work. Failure to read the policy, or to ask questions if they exist, does not excuse academic dishonesty. It is the responsibly of the student to become familiar with this policy and ask the professor any questions prior to submitting any assignments.

Further information regarding the university policies may be found at http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml. Again, failure to read the policy and ask questions you may have, does not excuse you from being held to these standards.

A helpful flowchart to follow prior to turning in an assignment may be found here: http://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations/.

Contact information for other students in the class (the professor will not provide class notes in the event of a missed class):

Name: ___________________________ E-mail: ___________________________ Phone: ______________

Name: ___________________________ E-mail: ___________________________ Phone: ______________