PSYCH 320 Developmental Psychology: Childhood
Mondays and Wednesdays 4:00pm to 6:30pm JKB 2110

Instructor: John Blue Star  
Office Hours: By appointment  
Office: Let’s meet wherever 😊  
Email: bluestareffect@gmail.com  
Text (required): *Infants and Children, 7th Ed., by Laura E. Berk*

COURSE OBJECTIVES

Learning Outcomes/Course Objectives

1. Theories and research in human development

Students will describe current theories and research in human development from pre-natal development through late childhood, demonstrating an understanding of developmental processes that lead to normative development, including perceptual, cognitive, biological, genetic, and social domains, as well as factors that lead to psychopathology and mental illness.


2. Assess and critique a key issue

Students will assess and critique a key issue and present it to the class.

*Measurement:* Assessment of presentation.

3. Integrate current research studies

Students will assess critical issues in early childhood development, integrating current research on topics in developmental psychology.

*Measurement:* APA style paper

Teaching Philosophy

“It is true intelligence for a man to take a subject that is mysterious and great in itself, and to unfold and simplify it so that a child and understand it.” –John Taylor

My primary role as an instructor is not to show students what I know; rather, my role is to facilitate your learning by “unfolding and simplifying” the subject matter in light of the expected Learning Outcomes/Course Objectives. To create a space of optimal learning, I believe my responsibility is twofold: 1) Maintain an enjoyable, humble environment, and 2) stimulate critical thinking and active learning. It is the students’ responsibility to be active participants in the learning process.
Grading Policy

You are expected to take the in-class exams; therefore, attendance is mandatory unless you have a valid excuse (illness requires note, sports leave, having a baby, etc.). If you are unable to take an exam, please consult with the instructor right away. If you have an issue with your grade on any assignment or exam, see me within one week after the assignment is handed back to you. **Your lowest in-class exam will be dropped.**

**COURSE REQUIREMENTS/ASSIGNMENTS**

1. **Fun Exams!** There will be an in-class quiz or “exam” on the previous week’s class material at the beginning of each class on Monday. You are allowed and required to have a cheat sheet, which is basically an outline of the chapters (one full 8.5 x 11 sheet front and back). You must write your own cheat sheet in your own words and it will be turned in with the exam. There will be no other exams or comprehensive finals in the class!!!

2. **Writing Assignment:** You will write a concise 3 page critique of a peer-reviewed article on a topic of your choice that is related to child development. Your summarization will include all of the major parts of a journal article (background, method, results, strengths and limitations, discussion/implications). The paper must be well organized and written in APA format with the citation at the end of your summary. You will also include a reflection at the end with your personal feelings on the article. This may include what you learned, how you will apply what you learned, or any agreements and/or disagreements you might have with the article. The paper is due the week of your presentation, anytime. You are allowed to make corrections based on my feedback to bring up your grade as much as one letter grade.

3. **In-Class Presentation of #2 Writing Assignment Topic:** You will prepare a 12-15 minute presentation on a topic that fits nicely with the writing assignment you chose. A PowerPoint or Prezi presentation to aid in the organization of your presentation is strongly recommended but not required. A rubric will be given in the Course Content section of BYU learning Suite to guide you through the process. You can make it fun, intriguing, powerful, and/or MIND-BLOWING. This is your turn to shine. Try not to use the exact same article/topic as others if possible for the presentation and do not only use general material directly from the book as it will likely be taught by the instructor. The presentation should not only be on the article, but more general to the topic. You can use any multimedia or other props. DO NOT use materials from previous classes. This should be new to you, and hopefully to the class as well. There will be a sign-up sheet for presentations on Wednesdays.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS READING/TOPIC</th>
<th>ASSIGNMENT/TEST</th>
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| April 30 | Introduction to course  
Chapter 1  
History, Theory, and Research Strategies                                                |                                                     |
| May 5    | Chapter 2  
Genetic and Environmental Foundations                                                 | In-class exam on Ch. 1                               |
| May 7    | Chapter 3  
Prenatal Development                                                   | Student presentation                                |
| May 12   | Chapter 4  
Birth and the Newborn Baby                                                   | In-class exam on Ch. 2 and 3                         |
| May 14   | Chapter 5  
Physical Development in Infancy and Toddlerhood                                 | Student presentation                                |
| May 19   | Chapter 6  
Cognitive Development in Infancy and Childhood                                   | In-class exam on Ch. 4 and 5                         |
| May 21   | Chapter 7  
Emotional and Social Development in Infancy and Toddlerhood                       | Student presentation                                |
| May 26   | **HOLIDAY... NO CLASS**                                                            |                                                     |
| May 28   | Chapter 8  
Physical Development in Early Childhood                                          | In-class exam on Ch. 6 and 7                         |
| June 2   | Chapter 9  
Cognitive Development in Early Childhood                                          | In-class exam on Ch. 8                               |
| June 4   | Chapter 10  
Emotional and Social Development in Early Childhood                                | Student presentation                                |
| June 9   | Chapter 11  
Physical Development in Middle Childhood                                         | In-class exam on Ch. 9 and 10                        |
| June 11  | Chapter 12  
Cognitive Development in Middle Childhood                                         | Student presentation                                |
| June 16  | Chapter 13  
Emotional and Social Development in Middle Childhood                                | In-class Exam on 11, 12 and 13 at end of class       |
| June 18/19 | **No Final Exam.**                                                            | **All make-up papers due.**                          |
ASSIGNMENT SUMMARY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Writing Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Exams (lowest score dropped... cannot drop last exam. Ch. 1 and 8 exams counted together.)</td>
<td>110 points (130 minus one 20-pt exam dropped)</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>210</td>
</tr>
</tbody>
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A   = 93% and above  
A - = 90%  
B+ = 86%  
B  = 83%  
B - = 80%  
C+ = 76%  
C  = 73%  
C - = 70%  
D+ = 67%  
D  = 63%  
D - = 60%

University Policies

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author’s own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one’s own individual work without proper attribution is a serious form of plagiarism.