

PSYCH 320 –Development Psychology: Childhood
Fall 2017
1020 JKB
T/Th from 8:00a - 9:15 am

Instructor Information

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TA Information

Names: Rebekah Peacock
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Course Information

Description: Physical, mental, emotional, and social development of the child.

Required Text: Berger, K. S. (2015) *Developing Person Through Childhood*. Worth Publishers. (NOTE: you do not need the title that includes adolescence.)

Learning Outcomes

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 in a group format presented to the class.
3. **Integrate current research studies.** Students will assess critical issues in early childhood development, integrating current research studies on topics in developmental psychology.

Prerequisites

PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.

Assignments

1. **Reading Quizzes** (55 points). These cover the assigned reading (see the Reading column in the tentative schedule). Thus, the quizzes cover content not necessarily covered in class.
2. **Volunteering and Reflection paper** (100 points). You will need to complete 10 volunteer hours at an organization that serves children. You cannot count paid work or Church callings but most other organizations are acceptable. When you are done volunteering, write a 3-4 page paper describing what you observed and how it related to concepts discussed in the textbook. Be sure to follow formatting requirements (see supplemental instructions in Learning Suite).
3. **Exams** (200 points). There will be a total of two exams during the semester. Exams will cover the information from in-class discussions, lecture slides, and textbook readings. Each exam will consist of multiple-choice questions and short essays. Please

schedule an appointment with the TA to see any of your completed exams. *Makeups* will only be available in unusual and unavoidable circumstances that have documentation and these exams may be more difficult than the standard exam.

4. **Oral presentation** (40 points). You will be assigned to a group of three people and together you should prepare an oral presentation on a critical issue in child psychology. You can get ideas from the boxes in the textbook “A view From Science” or “Opposing Perspectives.” News stories from respected news agencies are sometimes also a good place to start. However, also do a little research in the library databases for peer-reviewed articles to make sure your facts are straight. The presentation should last 10-15 minutes. You may want to imagine that you are presenting to a group of parents, educators, coaches, or other community members. Please see supplemental instructions in Learning Suite.
5. **Research Paper** (100 points). You will need to conduct a review of the peer-reviewed development literature on a fairly narrow topic and write a persuasive paper in APA Style. It’s OK if your topic is similar to the one you will use for your oral presentation, but this is an individual paper submission and not a group project. Remember that APA Style persuasive papers have a clear purpose and provide evidence for a point of view that draws primarily from empirical studies and clear logic. Write as if you were intending to publish your paper in a peer-reviewed journal as a “literature review.” Please see Learning Suite for more details and examples.
6. **Attendance** (5 points). After the last day of classes, I will enter the attendance grade. You will receive all 5 points if you miss no classes. You will miss 1 point for each day missed. If you miss more than 5 days, this value can be negative. These days concern common student events such as colds, family visits, and minor illnesses or injuries. For major illnesses or injuries or on-going needs for accommodation, see below.

Accommodation Statement

The university-wide statement follows, but I want you to know that I am personally willing to accommodate your needs if you have a documented situation that prevents you from completing an assignment on time despite your best efforts. This includes short-term events for which you can get something similar to a doctor’s note, police report, or court letter. All I need is the documentation with your name, the signer’s name, and the dates you need accommodation (you can “black out” private information). At that point we can re-negotiate the due date (usually 3 extra days). There are a few exceptions. I cannot allow for new due dates to be past the last day of class or give extensions on final exams or projects. Those dates are necessarily firm. Therefore, if an emergency happens during those times, you need to see if you are eligible for an Incomplete (“I”) contract. See <https://registrar.byu.edu/incomplete-contracts> to determine if you qualify and how to set things in motion.

The university-wide statement on accommodation says “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.”

If you need accommodations, I encourage you to seek them as early as possible and not wait until an issue arises.

Grades

Throughout the semester, your grades will be posted in Learning Suite. Check your grades in Learning Suite approximately one week after assignment submission to make sure you understand why you are getting the grades assigned to your work. If you don't understand, please make an appointment to meet with the TA. If that doesn't clear things up, please make an appointment to meet with me. I know of no better way to improve your grades than to work hard at understanding what you can do to improve and then doing it.

Grading Scale

Grades	Percent	Min. Points Needed	Grades	Percent	Min. Points Needed
A	93%	465	C	73%	365
A-	90%	450	C-	70%	350
B+	87%	435	D+	67%	335
B	83%	415	D	63%	315
B-	80%	400	D-	60%	300
C+	77%	385	E	0%	0

Warning: Your grades may show rounding per assignment, but your final grade will only be rounded at the end of the course.

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.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

The following schedule is tentative. Please listen for changes announced in class.

Date	Status	Reading	In-Class Topic	Due	Pts
9/5/2017		ch 1	Introduction		
9/7/2017		ch 3	Heredity and Environment (skip ch 2)	reading quiz	5
9/12/2017		ch 4	Prenatal Development and Birth	reading quiz	5
9/14/2017		ch 4	Prenatal Development and Birth		
9/19/2017		ch 5	The First Two Years: Biosocial	reading quiz	5
9/21/2017		ch 5	The First Two Years: Biosocial		
9/26/2017		ch 6	The First Two Years: Cognitive	reading quiz	5
9/28/2017		ch 6	The First Two Years: Cognitive		
10/3/2017		ch 7	The First Two Years: Psychosocial	reading quiz	5
10/5/2017		ch 7	The First Two Years: Psychosocial		
10/10/2017	TA teach class		EXAM	Exam 1 (in class)	100
10/12/2017	TA teach class	ch 8	Early Childhood: Biosocial	reading quiz	5
10/17/2017		ch 8	Early Childhood: Biosocial		
10/19/2017		ch 9	Early Childhood: Cognitive	reading quiz	5
10/24/2017		ch 9	Early Childhood: Cognitive		
10/26/2017		ch 10	Early Childhood: Psychosocial	reading quiz	5
10/31/2017		ch 10	Early Childhood: Psychosocial	Reflection Paper due in LS	100
11/2/2017		ch 11	Middle Childhood: Biosocial	reading quiz	5
11/7/2017		ch 11	Middle Childhood: Biosocial		
11/9/2017		ch 12	Middle Childhood: Cognitive	reading quiz	5
11/14/2017		ch 12	Middle Childhood: Cognitive		
11/16/2017		ch 13	Middle Childhood: Psychosocial	reading quiz	5
11/21/2017	No class (Friday instruction)		[no class]		
11/23/2017	Holiday		[no class]		

Date	Status	Reading	In-Class Topic	Due	Pts
11/28/2017		ch 13	Middle Childhood: Psychosocial		
11/30/2017			EXAM	Exam 2 (in class)	100
12/5/2017			present (four 3-member grps, 10-15 min)		
12/7/2017			present (four 3-member grps, 10-15 min)		
12/12/2017			present (four 3-member grps, 10-15 min)		
12/14/2017	Last day classes		present (four 3-member grps, 10-15 min)		40
12/15/2017	reading day				
12/16/2017	first day exams		Attendance		5
12/21/2017	Last day exams		[last day of final exams]	Research Paper due in LS	100