



**CHILD PSYCHOLOGY (PSY 205)**  
**DR. RACHELLE TANNENBAUM**  
**FALL 2014**

## INTRODUCTION

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**Welcome to PSY 205!** Psychology is an interesting and fun subject that touches every aspect of our lives. In this course, you'll learn how the wonders of the human mind and the complexities of human behavior are studied scientifically. We will learn how child development is shaped by a myriad of variables—biological, cognitive, sociocultural. At the end of this course, you'll have an appreciation what psychological science can tell us about human development from conception through the end of childhood, and how you can use this knowledge in your own lives.

Upon completion of the course, you will be able to:

1. Compare and contrast theories of child development.
2. Describe and evaluate the research methods used by psychologists to study human development.
3. Identify the processes that occur during prenatal development, and the effects of prenatal experiences on later development.
4. Understand the social, intellectual, emotional, linguistic and physical development of children.
5. Describe the developmental milestones of infancy, toddlerhood, and early and middle childhood.
6. Describe how life experiences during each stage of development influence future development.
7. Locate and evaluate sources of information about developmental psychology.

## HOW TO CONTACT ME

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**Canvas email:** This is generally the quickest way to reach me.

**Phone:** (410) 777-2060

**Office:** CRSC 154

**Mailbox:** CRSC 131

**Office hours:** MW 12:30-2; TuTh 10:45-12:15. I invite you to visit at these times without appointment; if these times don't work, call or email to set up an appointment.

**AACC email:** [retannenbaum@aacc.edu](mailto:retannenbaum@aacc.edu) This is to be used *only* as a backup. As a general rule, all course-related correspondence should be done within Canvas. This makes it easier to keep everything in one place, and ensures that you will get more timely responses to your emails. The only time I should ever receive email at this address is if you are unable to log into Canvas.

## PREPARING FOR CLASS

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PSY 205 is a tough course. Students frequently underestimate the depth and breadth of the material covered in this course, or the time it will take to be successful. Other students may not have learned effective study skills. **Studying is not the same as reading. It is an active and involved process, not a passive one.** Here are some steps that will help you succeed in this course:

- Read the textbook carefully. As you read, stop periodically to really *think* about what you've read. If you have questions, ask! There's an "Ask the Instructor" discussion board, or you can call or email me. **But if you get to the end of a chapter and have zero questions, then you weren't thinking about the material carefully enough.**
- Engage in review testing! **Research shows that review testing is one of the most effective and efficient methods for improving understanding and retention.** That's because if your "studying" just consists of re-reading the book and/or notes, then you're likely to become overconfident. The material is familiar, and therefore you assume that you understand it. So review tests can be a good reality check to see if you really understood the material as well as you thought you did.
- Make sure you plan your time! You'll need about 9-12 hours per week if you hope to be successful. These should be times when you are awake, alert, and free of distractions (e.g., phone, TV, kids).

## CLASS SCHEDULE

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Below is a schedule of each module and its associated assignments. Please note that assignments are due on both Mondays and Thursdays, and that due dates are spread out throughout each module. It's critical that you plan ahead and work ahead as appropriate.

Dates	Topics	Assignments
August 25-September 15	Module 1: Beginnings	<ul style="list-style-type: none"> <li>• Introduction assignment due September 2</li> <li>• Plagiarism quiz due September 2</li> <li>• Meet &amp; Greet discussion due September 2</li> <li>• Syllabus quiz due September 2</li> <li>• Quiz 1 due September 4</li> <li>• Quiz 2 due September 8</li> <li>• Quiz 3 due September 15</li> <li>• Module 1 Discussion: Initial posts due September 8; responses to others due September 11</li> </ul> <p><b>Note:</b> Normally assignments are all due on Mondays and Thursdays; however, because of Labor Day, I've given you until Tuesday for the first set of assignments. Remember that the due date is not the "do" date—it's totally fine to turn in work before the deadline.</p> <p><b>Note:</b> If you want to do service learning for extra credit, start looking at agencies! You have until Oct. 2 to sign up, but this process generally takes some time.</p>

Dates	Topics	Assignments
September 16- October 20	Module 2: Infants and toddlers	<ul style="list-style-type: none"> <li>• Quiz 4 due September 22</li> <li>• Quiz 5 due September 29</li> <li>• Quiz 6 due October 6</li> <li>• My Virtual Child #1 due September 29</li> <li>• My Virtual Child #2 due October 6</li> <li>• Parenting Forum 1 due October 13; responses to others due October 16</li> <li>• Journal article summary paper due October 20; rough drafts (optional, but highly recommended) are due by October 16</li> </ul>
October 15-18	Midterm exam	<ul style="list-style-type: none"> <li>• Take your exam on campus at Arnold, AMIL, or GBTC. Each testing center has different hours, so check before you go! Note, in particular, that GBTC is closed Friday. Hours and locations are at <a href="http://www.aacc.edu/testing/">http://www.aacc.edu/testing/</a></li> </ul>
October 21- November 10	Module 3: Early childhood	<ul style="list-style-type: none"> <li>• Quiz 7 due October 27</li> <li>• Quiz 8 due November 3</li> <li>• Quiz 9 due November 10</li> <li>• My Virtual Child #3 due November 3</li> <li>• My Virtual Child #4 due November 10</li> <li>• Parenting Forum 2 due November 17; responses to others due November 20</li> <li>• TV analysis paper due November 10; rough drafts (optional, but highly recommended) are due by November 6</li> </ul>
November 11- December 8	Module 4: Middle childhood	<ul style="list-style-type: none"> <li>• Quiz 10 due November 17</li> <li>• Quiz 11 due November 24</li> <li>• Quiz 12 due December 1</li> <li>• My Virtual Child #5 due November 24</li> <li>• My Virtual Child #6 due December 1</li> <li>• Parenting Forum 3 due December 4; responses to others due December 8 (note that unlike the others, for this one the initial post is due Monday and responses due Thursday)</li> </ul>
December 10-13	Final exam	Take your exam on campus at Arnold, AMIL, or GBTC. Each testing center has different hours, so make sure you check before you go!

## COURSE MATERIALS

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**Text:** Cook, J. L., & Cook, G. (2014). *The World of Children* (3rd edition). Boston: Pearson. ISBN: 978-0-205-95373-8 for the hard copy, or 978-0-205-95466-7 for the e-text.

**MyPsychLab and My Virtual Child:** These are two online programs which are required for this course. MyPsychLab will give you chapter review tests and graded tests, as well as access to an e-text (either to use on its own, or as a complement to the hard copy of the book). My Virtual Child is a program that will let you raise a child from birth through adolescence and see how your parenting decisions affect (or maybe don't affect) your child's outcomes. If you buy a new textbook, or a standalone e-text code, you'll get access to these programs as part of the purchase price. **Both programs are required, so if you buy or borrow a used textbook, you'll still need to buy an access code.**

## COURSE REQUIREMENTS

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### *Preliminary assignments*

- **Introduction assignment:** This is designed to (obviously) get you and me introduced to each other. It is also intended to help ensure that you understand how to submit written work in Canvas, and that you have the time and tools you need to succeed in the course.
- **Plagiarism quiz:** Both the college and I take academic integrity very seriously. The lesson on plagiarism will ensure that you will know what is and is not acceptable in your work. You may re-take the plagiarism quiz a second time if you like—only the higher grade will count.
- **Meet and greet:** This is a discussion where you will introduce yourself to the class.
- **Syllabus quiz:** This is to ensure that you've carefully read through the syllabus and other material in the Getting Started folder.

### *My Virtual Child*

My Virtual Child is an online program that allows you to, as the name implies, raise a virtual child. You'll start with a baby, then make decisions as your "child" ages, and see how your child turns out. As in real life, you are not going to be able to control everything that your child does. Therefore, you are *not* graded on how your child turns out, but rather on how well you are able to take your child's experiences and relate them back to course concepts. Specifically, you'll have six short written assignments relating to different domains of development at different ages.

### *Discussions*

There will be four discussions throughout the semester (not counting the Meet and Greet). The first one will relate to the material from Module 1, and be designed to get you thinking about the field of child psychology. The other three discussions will be parenting forums, where you will share ideas and information about your virtual children and relate this back to course material.

For each discussion, you must first post your own response, and then respond to two other students' postings. You will be graded based on the thoughtfulness and relevance of your

contributions. Your responses should take into account what others have already written—in other words, don't simply rehash what's already been said. You will also be expected to write clearly and to use proper grammar, spelling and punctuation; if not, your grade will be lowered accordingly. **Because timeliness is critical in any discussion, no credit will be given for late postings.**

The purpose of the discussions is to encourage frank and open discussion about course material. In many cases, these will include sensitive topics. I encourage you to share your opinions, to the degree that you feel comfortable doing so. However, I cannot emphasize enough that you must remain sensitive to others' points of view. Feel free to disagree with each other, but do *not* disparage either people or their ideas. **I reserve the right to delete and to deny credit for any posting containing offensive or inappropriate content.**

### *Papers*

You will be completing two papers this semester. The first involves reading, summarizing, and reacting to a scholarly journal article, and the second will involve watching and analyzing a children's TV program. In both cases, I encourage you to turn in a rough draft for review. It's been my experience that students who do so typically go up at least one letter grade from the rough draft to the final draft.

### *Quizzes*

There will be 12 quizzes, one per chapter. They are designed to allow you to check your progress and understanding before you get to the exams. You may use your books and notes on the quizzes, but don't fall into the trap of just looking up each answer as you go! Doing so may get you good quiz grades, but will leave you woefully under-prepared for exams. At the end of the semester, I will automatically drop the lowest two quiz grades.

### *Exams*

There are two exams, a midterm and a non-cumulative final. **You will take these exams on campus in the testing center.** You will be allowed to test at the Arnold, Glen Burnie, or Arundel Mills centers. **If you do not live locally, you will need to make arrangements to take your exam at some other proctored location.** Contact me within the first week of the semester and we will work something out. Note that it often takes a week or two to make arrangements for testing, so you do need to start early.

If you are unable, for any reason, to complete the exam on the assigned days, then you need to notify me by phone or email *before the end of the testing period*. At that point we will make arrangements for you to make up the exam. Makeup exams will only allowed when there is a pressing reason to do so. The makeup exam may or may not be the same as the original exam, at my discretion.

### ***Extra credit***

The primary extra credit option in this course is service learning. Service learning is a process by which you will learn to recognize and apply psychological principles in the real world, while providing much-needed services to the community. It entails completing 15 hours of service, keeping a journal about your experiences, and writing a paper at the end of the semester. In return, you will earn up to 40 points (almost half a letter grade!) on your final grade.

Throughout the semester, I will offer a few additional opportunities for you to earn extra credit points. **These are the *only* extra credit opportunities.** Note that these will be worth only a few points. One reason that I have so many assignments over the course of the semester is so that you have many chances to accumulate points, and no one assignment can “ruin” you for the semester. There is also a built-in “buffer” in the quizzes and discussions, as noted above. If you are not doing well in the course, I will be glad to work with you to improve your study skills, but you need to work with me once you see problems arising, not ask for special treatment later on.

**Remember, the due date is not the “do” date!** In other words, there is absolutely no rule that says you must wait until the due date to submit your work. I highly recommend that you get in the habit of working at least a day or two ahead. For one thing, this will reduce anxiety caused by last-minute computer problems. It will also give you a chance to ask me questions before you turn in your work. It takes more discipline, but it’s well worth it in the end!

### ***Course grades***

Your final grade will be based on a possible 930 points:

<b>Assessment</b>	<b>Graded points</b>
Introduction assignment	20
Meet & Greet discussion	10
Plagiarism quiz	30
Syllabus quiz	10
My Virtual Child assignments (6 of them, 20 points each)	120
Discussions (4 of them, 20 points each)	80
Journal article summary	100
TV analysis	100
Chapter quizzes (12 of them, 20 points each, lowest two get dropped)	200
Midterm exam	130
Final exam	130
<b>TOTAL</b>	

Course grades are assigned as follows:

- A: 90% or above
- B: 80-89%
- C: 70-79%
- D: 60-69%

## GETTING HELP

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In addition to asking me for assistance, there are many other ways in which you can get free help in this course:

- The **Writing Center** is in Library 108. More information, including hours of operation, are at <http://www.aacc.edu/writingcenter/>
- **The college also has a Virtual Writing Center**, so you can work online with a tutor in real time. More information is at <http://www.aacc.edu/writingcenter/VWC.cfm>
- **Peer tutors** may be available. For information, call (410) 777-2642.

The College is an Americans With Disabilities Act (ADA)/Title 504 compliant institution. For information on AACC's compliance and complaints concerning discrimination or harassment, contact the federal compliance officer at 410-777-2607 or Maryland Relay 711. Students who need services because of a documented disability can request assistance by calling Disabilities Support Services at (410) 777-2307 or Maryland Relay 711, or by going to the DSS office in the Student Services building, room 200. Appropriate and reasonable academic adjustments will also be provided with documentation from DSS. Confirmation of a disability will be required (see College Catalog for complete information). Students with documented special education or physical needs should notify me immediately. More information is at <http://www.aacc.edu/disability/> For more about how Canvas's accessibility standards, see the [Canvas Voluntary Product Accessibility Template](#).

A note about disabilities: Most people know that the ADA relates to physical disabilities such as blindness. However, some of you may not know that it also applies to a wide range of other disabilities as well. These include learning disabilities, ADHD, brain damage, anxiety disorders, etc. I cannot diagnose such problems, nor do I get to decide what accommodations you do or don't receive. However, if you have any sort of problem that might make it more difficult for you in the course, I encourage you to contact the DSS office. They will provide you with more information about your possible options.

I have done my best to make this course ADA compliant. However, if you find any information that is inaccessible due to a disability, please notify me immediately. I will make all possible support available.

## COURSE AND COLLEGE POLICIES

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### *Late work*

All assignments are due no later than 11:59 p.m., as determined by Canvas's clock (or MyPsychLab's, in the case of chapter quizzes), on the date listed in the course calendar. Illnesses and computer glitches are a fact of life, and I expect you to plan ahead. I do know that "life happens" sometimes, which is why I build in a one-time extension for some written assignments, and allow you to drop two quizzes. But in general, you need to give yourself enough time to anticipate such problems.

Here is a summary of policies regarding late work for different types of assignments:

- **Introduction assignment and syllabus quiz:** Any assignments completed after the due date will earn only 50% credit. Again, these are easy-points assignments, and don't require you to have read your textbook, so there's no reason they shouldn't be completed on time.
- **Meet & Greet discussion:** No credit is given for late work on this one.
- **Plagiarism quiz:** No credit is given for late work on this one.
- **Class discussions (Module 1 discussion, plus parenting forums):** No credit is given for late postings, even if they are only a few minutes late.
- **Chapter quizzes:** These are not accepted late.
- **Papers and My Virtual Child assignments:** You may turn in any *one* of these assignments up to four days late, with no penalty and no questions asked. However, once you have used up this one extension, you will have 10% deducted for every day (or part of a day), unless you have made prior arrangements with me. After four days, you'll earn zero credit (again, unless you have made prior arrangements).
- **Exams:** You may only take these late if you contact me before the end of the testing period with a valid reason. You need to be able to show that your reason for missing the test was both unexpected and necessary. I reserve the right to ask for documentation.

### *Withdrawing from the class*

The last day to withdraw from this class with a grade of "W" is November 17. After that, withdrawing from the class will result in a grade of "WP" or "F." To withdraw, file a withdrawal form at the Records and Registration office, use MyAACC, or use the STARS telephone system (410-777-2241). **Please note that if you stop participating in this course and you do not officially withdraw, you will receive a grade of F or FX for this course.**

### *Course attendance and participation*

I do not officially grade you on "attendance" or frequency of logins. In other words, there are no points given for merely logging into the course. However, regular, active, and meaningful participation in online learning activities is a critically important component of this course and is essential to your success. **It is recommended that you log into the course at least 3-4 times per week. Every time you log in, make sure you check both the announcements and your course email.**



**In order to comply with federal regulations regarding financial aid and veterans benefits, I do report on your participation to the college once per week.** For reporting purposes, I will mark you as “participating” if you have participated in some meaningful way (such as completing an assignment, posting to a discussion board, or sending me an email) at least once within the preceding 7 days.

### ***Military Students***

AACC prides itself on being a military-friendly school. Personally, I take this very seriously. If you are a military student (active duty, reserves, veteran, or spouse/dependent), you will find a long list of resources and other information at <http://www.aacc.edu/military/>. In addition, if your military obligations conflict with the requirements of this class, or require accommodations in terms of scheduling, please contact me ASAP. I will be glad to work with you to the greatest degree possible, but I cannot do that if I don't know what's going on.

### ***Student privacy***

Anne Arundel Community College is bound by the Family Educational Rights and Privacy Act (FERPA) which states that personal information such as class location, course schedule, grades, and other personal information cannot be released to parents or significant others without the specific written consent of the student. Please note that this means grades and personal information cannot be communicated only through your college email account (myAACC or Canvas).

### ***Academic integrity***

Anne Arundel Community College, with a central mission of producing learning and a belief that individuals be given the opportunity to fully develop their potential, is committed to upholding rigorous and fair standards of student learning and achievement. Achieving successful student learning is dependent upon a dedication to academic integrity on the part of all members of the college community. Without academic integrity, students gain unfair advantage over others and impede their own development. In support of this aim, Anne Arundel Community College requires all students to exhibit academic integrity in all their academic work.

A culture of academic integrity, a unifying principle in this and all academic communities, is built upon respect for others' work, commitment to doing one's own work, and intolerance for academic dishonesty in all its forms.

Acts of academic dishonesty include, but are not limited to:

**Cheating**, which is the use or attempted use of unauthorized material, information, electronic device, implement or study aid in an academic exercise or assignment without the instructor's permission;

**Plagiarizing**, which is the unacknowledged or improperly cited adoption or reproduction of the ideas, words, data or statements of others, including fellow students and internet sources;

**Fabricating or falsifying**, which is the unauthorized falsification or invention of any data, information or citation in an academic exercise;

**Impersonating**, which is assuming another student's identity or allowing another student to do so for the purpose of fulfilling an academic requirement;

**Facilitating**, which is helping or attempting to help another commit an act of academic dishonesty.

When academic dishonesty is alleged, the student involved shall have an opportunity to admit or deny the allegation. In a timely manner, the instructor shall confer with the student, explaining the reasons why he or she believes that the student has committed the act of academic dishonesty and what academic sanction could be imposed by the instructor. The instructor has the right and obligation to impose a reasonable academic sanction including, but not limited to, the following:

- A. Assign a grade of failing for the assignment;
- B. Assign a grade reduction for the course;
- C. Assign a failing grade for the course; or
- D. Assign an alternative learning experience or activity which shall be completed by the student as specified by the instructor.

You will get much more information about this in the background information for the plagiarism quiz. Ignorance is *not* an excuse for plagiarism—**even if it's unintentional, plagiarism can have extremely serious consequences, including failing the course.**