



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**CHILD PSYCHOLOGY**  
**PSYC 300 – Section 003**  
**Fall 2016**

**Location:** Nielsen Physics Building 304

**Meeting Time:** MWF 9:05-9:55 am

**Prerequisite:** PSYC 110 or 117, or equivalent

**Instructor:** Sabrina Thurman

**Office:** 228 Greve Hall

**Email:** sepps4@utk.edu

**Office Hours:** M 10-12pm or by appt

**TA:** Abby DiMercuro

**Office:** 228 Greve Hall

**Email:** adimercu@vols.utk.edu

**Office Hours:** T 10-12pm or by appt

**Course Description:** *Welcome to Child Psychology! How do our early experiences in childhood affect later outcomes in development? How do children's bodies and sensory systems develop and grow? How do children learn to use language and social skills to interact with others? How can we promote academic achievement in young populations? How do cultural norms and practices affect parenting, gender roles, and values? In this class, we will gain a meaningful sense of a child as a whole person, but we will also learn to recognize the myriad of interconnected influences throughout early development.*

**My Teaching Philosophy:** I want to communicate to you how interesting and exiting the field of developmental psychology is. I hope that I can stimulate your interest in the field, help you to understand the relevance to your own lives and career objectives, and encourage you to think critically and creatively about the topic areas we will discuss. I see you as someone who can apply the knowledge you gain in this course to improving your life and career goals, caring for children, and becoming a stronger member of your local or larger community. The course has been constructed in alignment with my philosophy. I intend for these goals to unfold in a classroom environment that is dynamic, thought-provoking, and supportive.

**Course Goals and Objectives:** I believe it is important that my students understand how carefully conducted research contributes to our knowledge about topics in developmental psychology. We will learn what current developmental science can tell us about child development and how these findings are obtained.

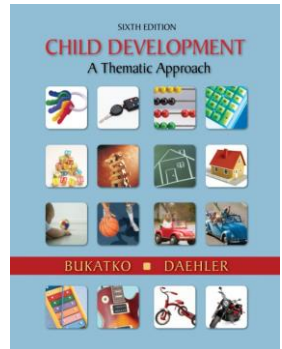
This course supports 2 of the psychology major student learning goals / outcomes, which are adapted from the American Psychological Association's Guidelines for the Undergraduate Psychology Major (v2.0, 2013):

- (1) **Knowledge Base in Psychology** *Assessed through performance on in-class exams and activities, homework assignments, and contributions to in-class discussions, and observations of children in a learning center.*
  - a. Describe key concepts, basic principles, theoretical perspectives, and overarching themes used in developmental psychology.
  - b. Develop a working knowledge of psychology's' content domains.
  - c. Describe applications of psychology.
- (2) **Foster critical thinking skills necessary for evaluating scientific research** *Assessed through performance on in-class exams and activities, homework assignments, and contributions to in-class discussions, and a review paper.*
  - a. Use scientific reasoning to interpret psychological phenomena

- b. Demonstrate psychology information literacy
- c. Interpret basic psychological research
- d. Incorporate sociocultural factors in scientific inquiry

These skills are important for developmental science and more broadly, for any application to children.

**Required Text:** *Child Development: A Thematic Approach* (Bukatko & Daehler, 6<sup>th</sup> Edition). (Note: If you want to purchase an earlier edition of the textbook, you may, but you will be responsible for any changed, updated, missing, or otherwise different material from the edition I use.)



There are options to purchase hard copies, loose-leaf copies, rent, or purchase electronic versions of the book, so the book format is ultimately up to you.

- ISBN for Hard Copy: 978-0618608652
- ISBN for Loose Leaf Copy: 978-1111345341

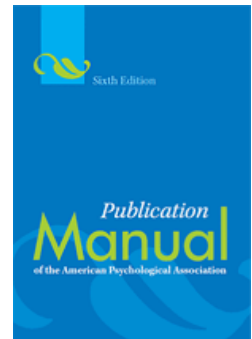
The publishers offer a free website, with flashcards, puzzles, a glossary, and quizzes.

<http://www.cengagebrain.com/shop/search/9780618608652> Go to the bottom of the page, click the tab that says “Free Materials” You may have to make an online account to view free materials. Click “Save to MyHome,” which will then lead you to make an online account.

**Recommended Text:** *Publication Manual of the American Psychological Association* (American Psychological Association, 6<sup>th</sup> Edition). Earlier editions will likely be misleading as the formatting guidelines are updated with each edition.

- ISBN for Paperback Copy: 978-1433805615

This style manual is designed to help writers in the behavioral and social sciences, but any non-fiction writer can benefit from using it. If you are considering a career in psychology, buying this manual is recommended.



**Method of Instruction and Course Delivery:** What is the best way for you to succeed in this course? I suggest that you read the assigned text prior to lecture. My lectures aim to amplify, explain, and demonstrate the material from the textbook. There will be overlap between the required textbook and the lectures, but there will also be material that is unique to each. Lectures will be easier for you to understand if you have done the reading beforehand.

Did you know that when you take notes, you are more likely to recall more lecture material (Bligh, 2000; Kiewra et al., 1991)? To help with this, I provide notes outlines on our Blackboard page that you can complete during class. Research shows that skeletal notes outlines improve student performance when compared to full lecture notes (Russell, Caris, Harris, & Hendricson, 1983).

**Attendance and Class Participation:** A recent meta-analysis showed that class attendance has a strong relationship with both class grades and overall GPA (Credé, Roch, & Kieszczynka, 2010). Although I will not take attendance, I strongly recommend that you attend class every day. I understand that extenuating circumstances can sometimes make attending class difficult, but missing class can result in missing important in-class activities that are crucial to your grade. The same is true when you arrive late to or leave early from class, which can also be distracting to your classmates (and to me).

Attending class and being on time also facilitates active participation in the course. I have found that this is one of the best ways to engage in the material and it makes lectures more fun for everyone when the class participates. I welcome your questions, comments, and thoughts so much that we will take class time to discuss your experiences and thoughts several times during lectures. I also will ask that you use an online anonymous bulletin board (<http://www.linoit.com/>) to continue engagement outside of the classroom. Please help me make the class more exciting, relatable and interesting by sharing your experiences, thoughts, and/or comments. A

student with excellent class participation will consistently contribute thoughtful comments that link course material with knowledge from other domains and/or apply course material to their own real-life situations.

**Blackboard Website:** Blackboard <https://bblearn.utk.edu> provides information about the course including the syllabus, course announcements, supplemental material, and grades. It is your responsibility to check the website frequently for new announcements and materials!

**Academic Integrity:** The UT Honor Statement “prohibits cheating, plagiarism, and any other type of academic dishonesty,” (Hilltopics). It is your responsibility as a student to be familiar with UT’s Code of Student Conduct and policies on academic integrity and misconduct, which can be found in Hilltopics (<http://hilltopics.utk.edu>). Evidence of academic misconduct will result in a ‘0’ on the assignment for any student(s) involved and will be formally reported to the Office of Student Conduct and Community Standards. A second offense will result in a failing grade for the entire course and a second report to the Office of Student Conduct and Community Standards.

**Electronic devices:** Did you know that when a cell phone rings during class, it impairs students’ academic performance (End, Worthman, Mathews, & Wetterau, 2010)? I ask that you respect our learning environment and silence all noise-making electronic devices before class begins. Electronics are to be used in class for learning purposes only (i.e., no Facebook!) and if your use of electronic devices becomes a distraction to me or other students, you will be asked to put it away.

Most importantly, note that electronic devices are not permitted during closed-notes assignments. Make sure you silence and put away all electronic devices *before* the assignment begins. Handling electronic devices during any closed-notes assignment (regardless of your intentions) will be treated as cheating (See above section on academic honesty). Please be aware of this and take the necessary precautions *beforehand* to avoid an unnecessary and unpleasant situation.

**Professional E-Mail Correspondence:** Please feel free to email me at any point in the semester. I will be happy to respond. When you communicate with me via email, I strongly encourage you to utilize professional email etiquette. Doing so will help prepare you for the workforce. This means that you need a greeting (e.g., “Hello Mrs. Thurman”), a coherent body (i.e., proper grammar, respectful tone, complete sentences, no “text” language), and a closing (e.g., “Regards,” or “Thank you”). This may seem picky, but practicing proper email etiquette is in your best interest.

### **Getting Help Through Your Student Resources:**

- ***Office Hours*** We all need help sometimes. If you find yourself not understanding or struggling with the material, please set up an appointment with me or our TA. You can always drop by during scheduled office hours, or if that doesn’t work, individual assistance is always available by appointment. I look forward to seeing you during office hours.
- ***Disability Services*** I am committed to helping individuals with disabilities to be successful in this course. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. As early as possible in the course, students should also contact the Office of Disability Services (ODS; <http://ods.utk.edu>) at 865.974.6087 or [ods@utk.edu](mailto:ods@utk.edu), in 100 Dunford Hall. Students with documented disabilities who are properly registered with ODS will have accommodations coordinated for the course.
- ***Student Success Center*** The Student Success Center is designed to help students adjust to and succeed at the university. <http://studentsuccess.tennessee.edu/>
- ***Writing Center*** The Writing Center serves student writers in all departments by offering free help throughout the writing process. Trained tutors read student writing and offer feedback in one-on-one conversations. <http://writingcenter.utk.edu>
- ***Counseling Center*** The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. Their mission is to promote the

psychological, educational, and social well being the University of Tennessee student and to help prepare them to be productive members of society. If you are experiencing psychological distress that is inhibiting your daily functioning, you might consider contacting the center.

<http://counselingcenter.utk.edu/>

- **Technical Support** Technology can sometimes be confusing or frustrating. If you need help, contact the Office of Information Technology Help Desk: 865.974.9900 or <http://remedy.utk.edu/contact/> Please keep in mind that experiencing technical problems is not an acceptable excuse for missing a deadline. In order to avoid such complications, make sure that you give yourself adequate time to resolve these issues *before* the deadline. The only exception to this rule will be if there is a system- or university-wide reason for the problem, in which case I may adjust deadline(s).

**Course Grading:** To help you to learn the course material, I have developed and assigned the following tasks for you to complete. There are six ways you can earn points toward your course grade: (1) Exams, (2) Review paper, (3) “Speed” Peer Review, (4) In-class group work activities, (5) Homework assignments, and (6) Early Learning Center assignments. These are explained below.

**Exams (100 points)** Exams are meant to assess your knowledge base and mastery of core concepts covered in the lecture and textbook. There will be 4 unit exams, each worth 25 points. The exams include 50 multiple-choice questions with answers placed on a scan form. Please take your time completing the exams and remember that you have the full class meeting time to finish.

IMPORTANT NOTES about the exams:

- You will take your exams on a scan form, which you can purchase at the bookstore. Be sure you get the half sheet forms specifically made for Psychology. Scan forms will not be available at the exams. I advise you to buy multiple scan forms in preparation for these exams. You will also need a #2 pencil.
- I need to check your photo ID (e.g., student ID/driver’s license) at each exam.

**Review Paper (30 points)** In order to foster critical thinking skills necessary for evaluating and synthesizing scientific research, I ask that you write a 6- to 8-page review of scientific articles on developmental research. This assignment will help you learn how to interpret psychological research, demonstrate information literacy in psychology, and use scientific reasoning to interpret psychological phenomena. Scientific articles can be found through the UT Libraries databases/journal subscriptions: <http://www.lib.utk.edu> Although a few prompts will be offered, the topic for your review paper can be any topic of your choice – as long as it stems from a topic that we cover in this course. Review papers should be written according to APA guidelines as indicated in the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition) and/or <http://www.apastyle.org>. More details about this assignment and a grading rubric will be posted on Blackboard.

IMPORTANT NOTES about the review paper:

- **Safe-Assign** is a Blackboard tool you will need to use to submit your review paper. It helps students to avoid inadvertently plagiarizing others’ work and helps instructors to detect plagiarism when it does occur. Safe-Assign checks all submitted papers for unoriginal content and reports the results back to the student and instructor. Please be aware that, in accordance with the academic dishonesty policy of the University of Tennessee, plagiarism in your papers will result in *failure of the assignment* and the possibility of a report to the Office of Student Conduct and Community Standards.
- This assignment is due in TWO forms by class time: a hard copy in class and an electronic copy via Safe Assign on Blackboard. I require the electronic submission via Safe Assign so that your paper can be processed for potential plagiarism. You and I will both be able to see the reported overall match percentage (if you notice a high match percentage in your draft, I strongly recommend revising your paper before turning in a final version). I use the physical hard copy of your paper to read and write specific comments. I will return the graded hard copy of your review paper to you. *If you do not turn in your review paper in both forms, your assignment will be considered incomplete and will not be graded.*

**“Speed” Peer Review (15 points)** Due to the fact that peer review fosters critical thinking skills necessary for evaluating scientific research and improves scientific writing, we will incorporate a “speed” peer review session into one of our class periods. This assignment is designed to help you prepare for your review paper. The assignment instructions will be posted on Blackboard. Prior to the class period in which we will conduct this activity, you will need to prepare your required materials at home (which will be worth 7/15 points). You’ll bring two copies of your required materials to class and complete the second part of the assignment (the peer review component) during class time (worth 8/15 points). Because of the nature of this in-class peer collaboration, you should make all attempts to attend class to complete the assignment.

**In-Class Group Work (60 points)** In-class group work are class activities that are designed to help you think about the material we covered in previous lectures. Each group work is different, but all of them will be in the form of worksheets with questions designed to promote a stronger knowledge base in child psychology. You will be asked to describe, match, and apply key concepts, basic principles, theoretical perspectives, and overarching themes from the course. Group works are meant to hold you accountable for keeping up with the material, but also allow you to work with classmates around you to reduce anxiety and promote learning from others.

According to Shimazoe & Aldrich (2010), group work can be gratifying. They explain that collaborative learning opportunities like these can promote:

- *Exposure to diverse perspectives* (McKinney & Graham-Buxton, 1993)
- *Higher scores* (Felder, 1995; Weitz, 1995; Stearns 1996; Pray, Muir, & Tracy, 1999)
- *Social skills and civic values that are important for later life* (Abrami & Chambers, 1994; Johnson, Johnson, & Smith, 2007)
- *Higher-order critical thinking skills* (Windschitl, 1999)
- *Exploration of new ideas and underlying assumptions*
- *Personal growth* (Johnson, Johnson, & Smith, 2007)
- *Positive attitudes towards autonomous learning* (Johnson, Johnson, & Smith, 2007)

Group work opportunities count for 10 points each and grades will be assigned individually. There will be 9 in-class group work activities that will be given at unscheduled times (please do not email me to ask if we will have a group work that day...). The lowest 3 group work grades will be dropped, meaning your group work points come from your 6 highest group work grades. Therefore, there are NO MAKE-UPS for missed group work.

**Homework Assignments (30 points)** Homework assignments are meant to promote familiarity with finding academic journal articles, as well as reading and understanding how research is presented and communicated in developmental science. You will be given a total of 3 homework assignments, which will contain 10 multiple-choice and short answer questions and will count for 10 points each. You will be asked to download, read, and answer questions about a scientific research article for 2 of the 3 homework assignments. Questions will assess your understanding of the basic ideas and research presented in the articles and will seek to foster critical thinking skills. The third assignment will contain questions about the review paper instructions and APA style. Homework assignments will be posted with specific instructions online and should be printed out, completed and turn in during class on the days listed on the syllabus.

**Early Learning Center Observation Hours (40 points)** There is nothing like observing children interacting to demonstrate individual differences. You will be required to complete observations of a caregiver and a child at a child care center. These observations are meant to promote scientific reasoning to interpret real-life psychological phenomena, to incorporate sociocultural factors in scientific inquiry, and to help you understand applications of psychological research. Observations will be completed at the Early Learning Center for Research and Practice, which is on UT’s campus (<http://elc.utk.edu/>) at 1206 White Avenue (behind/beside Jessie Harris Building). You will need to complete a 1-hour observation of a caregiver (15 points), a 1-hour observation of a child (15 points), and answer questions in a reflection assignment (10 points). More information about how to complete observations and grading criteria will be posted on Blackboard.

**Course Make-up/Late Policies:** I offer a make-up opportunity for missed *exams* and a late policy for *peer reviews, review papers, homework assignments, and Early Learning Center observations*. In all cases, assignments must be completed/turned in within ONE WEEK of the original date to avoid getting a zero for the assignment.

- **Valid excuses for late work = no grade penalty.** Students who miss an assignment with a valid excuse will be allowed to complete the assignment with no penalty. Valid excuses include illness, university-sanctioned travel, and observance of a religious holy day. Documentation must be provided within one week of the original assignment due date. I expect students to make all reasonable efforts to notify me of their absence in advance.
- **Unexcused late work = grade penalty.** Students who miss an assignment without a valid excuse or who fail to provide evidence of their excused absence will be allowed to complete the assignment late with a penalty (please see below for penalty details about late assignments).
  - **Make-up exams:** Exam make-ups will be given a 25% penalty. Make-ups will cover the same content as the regular exam. It is the student's responsibility to contact the TA to schedule a make-up exam with plenty of time to schedule. Please do not wait until the last minute to schedule with the TA.
  - **Late Peer Reviews and Review Papers:** If one part/form is late, you will be given a 10% penalty and if both parts/forms are late, you will be given a 25% penalty.
  - **Late Homework assignments:** Late homework will be given a 25% penalty.
  - **Late Early Learning Center observations:** If you completed your observation within the allotted time frame but you are unable to turn it in on the day it is due, you will be given a 25% penalty. If you completed your observation after the allotted time frame and turned it in late, you will be given a 50% penalty.

**A few notes about ALL assignments:**

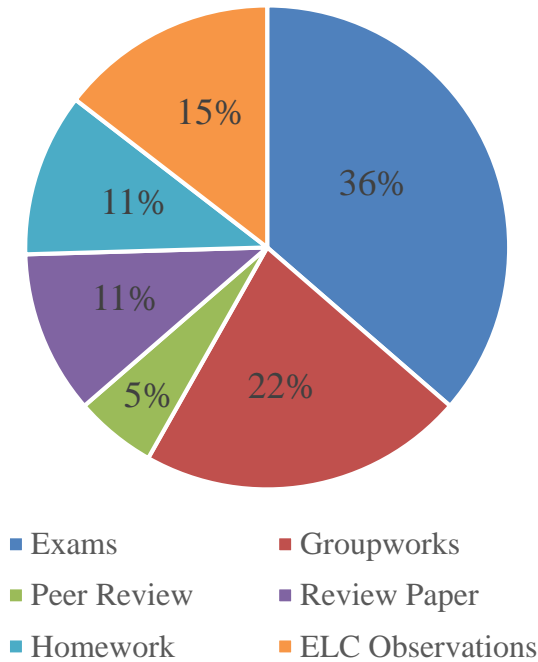
- Keep in mind that the due date is not the “do” date. Many of your assignments require planning ahead and you should aim to work on all of them in advance. Eliminating procrastination will reduce anxiety caused by last-minute completion and will most likely result in earning higher grades. Doing your assignments ahead of time will also allow more time for you to clarify any questions you have and give you more time to address technical issues if they arise. Sometimes doing assignments in advance can be more difficult, but it is very worth it in the long run!
- To encourage you to come to class, and to foster accountability and responsibility, all assignments should be turned in in person, in class (exception: the Safe Assign form of your review paper, but remember, the other form is a hard copy). Emailed assignments will not be accepted.

***Extra Credit (up to 5 points)*** You can earn up to 5 points extra credit in this course.

- 2 points can be earned from a Basic Themes in Development worksheet that we will complete on the first and last day of class (sheet will be posted on Bb).
- Another 2 points can be earned either from (1) attending an extra credit seminar/event (I will announce opportunities and instructions as they become available during the semester) OR (2) completing the toy analysis extra credit worksheet (sheet will be posted on Bb near the end of the semester). Please take note that extra credit assignments will not be accepted if turned in late.
- The last 1 point can be earned at the end of the semester by completing UT-system instructor evaluations. I will provide more information at the end of the semester.

**Grade Point Range:** Using the total points from 4 exams (100 points; 36% of final grade), 6 in-class group work opportunities (60 points; 22% of final grade), 1 review paper (30 points; 11% of final grade), 1 peer review assignment (15 points; 5% of final grade) 3 homework assignments (30 points; 11% of final grade), and ELC assignments (40 points; 15% of final grade), you can earn as many as 275 points in the course.

Point Allocation in Course



Course Grading	
Exam 1	25
Exam 2	25
Exam 3	25
Exam 4	25
Group Work 1	10
Group Work 2	10
Group Work 3	10
Group Work 4	10
Group Work 5	10
Group Work 6	10
Peer Review	15
Review Paper	30
Homework 1	10
Homework 2	10
Homework 3	10
ELC Caregiver	15
ELC Child	15
ELC Reflection	10
<b>Total Points</b>	<b>275</b>

**Grade Postings/Disputes:** All of your scores will be posted on Blackboard.

- Please be sure to check grade posting regularly and compare the grade online to the grade written on your assignment.
- If you think there is an error in any of your scores, contact me by email immediately. If you do not have evidence of the grading error (e.g., you threw away your graded assignment), I will not be able to edit your score.

**Final Grades:** Final grades will be calculated out of the total percent earned in the class.

- I will round up to the nearest point in instances where a student is within 0.5% of the boundary (e.g., 91.5% or higher will be rounded up to 92%).
- Please, do not email me about adding points to your final percentage at the end of the semester. These emails are unbecoming and inappropriate. Out of fairness to all current and previous students, requests to add points to final grades will not be granted.

Final Grade Percentage Range	
92-100%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
60-69%	D
<59%	F

Course Schedule of Events			
Date	Day	Class Happenings	Assignments Due
17-Aug	W	Introduction & Chapter 1	
19-Aug	F	Chapter 1: Themes and Theories	
22-Aug	M	Chapter 1 & 2	
24-Aug	W	Chapter 2: Studying Child Development	
26-Aug	F	Chapter 2: Studying Child Development	
29-Aug	M	Chapter 3: Genetics & Heredity	Homework 1
31-Aug	W	Chapter 3: Genetics & Heredity	
2-Sep	F	Chapters 3 & 4	
5-Sep	M	Labor Day - <i>No Class</i>	
7-Sep	W	Chapter 4: The Perinatal Period and Birth	
9-Sep	F	ELC & Review Paper Instructions	
12-Sep	M	Exam 1: Chapters 1-4	
14-Sep	W	Chapters 5: Brain, Motor Skill & Physical Dev.	
16-Sep	F	Chapters 5: Brain, Motor Skill & Physical Dev.	Homework 2
19-Sep	M	Chapters 5 & 6	
21-Sep	W	Chapter 6: Basic Learning and Perception	
23-Sep	F	Chapter 6: Basic Learning and Perception	
26-Sep	M	Chapters 6 & 7	ELC Caregiver Observation
28-Sep	W	Chapter 7: Language	
30-Sep	F	Chapters 7 & 8	
3-Oct	M	Chapter 8: Cognition	Reading – Lev Vygotsky
5-Oct	W	Chapter 8: Cognition	Homework 3
7-Oct	F	Fall Break - <i>No Class</i>	
10-Oct	M	Exam 2: Chapters 5-8	
12-Oct	W	Chapter 9: Social Cognition	
14-Oct	F	Chapters 9 & 10	
17-Oct	M	Chapter 10: Achievement	ELC Child Observation
19-Oct	W	Chapter 10: Achievement	
21-Oct	F	Chapter 11: Emotion	"Speed" Peer Review
24-Oct	M	Chapter 11: Emotion	
26-Oct	W	Chapters 11 & 12	
28-Oct	F	Chapter 12: Self & Values	
31-Oct	M	Exam 3: Chapters 9-12	
2-Nov	W	Chapter 13: Gender	
4-Nov	F	Chapter 13: Gender	ELC Reflection
7-Nov	M	Chapters 13 & 14	
9-Nov	W	Chapter 14: The Family	
11-Nov	F	Chapter 14 ( <i>No Class</i> - Video Lecture)	
14-Nov	M	Chapter 15: Peers	Review Paper (2 forms)
16-Nov	W	Chapter 15: Peers	
18-Nov	F	Chapters 15 & 16	
21-Nov	M	Chapter 16: Beyond Family and Peers	
23-Nov	W	Chapter 16: Beyond Family and Peers	
25-Nov	F	Thanksgiving - <i>No Class</i>	
28-Nov	M	Exam 4: Chapters 13-16	