



Course Child Development, CLDP/PSY 3310.501, 3 credits,
Fall 2016
Professor Daphne C. Harris, Ph.D.
Meetings GR 4.301 on Monday 7-9:45 pm

Dr. Harris' Contact Information

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General Course Information

Description:

Child Development is a core course in the Psychology program. It will examine the theories of infant/child development and typical infant and child development in multiple content domains from the prenatal period through adolescence.

Learning Objectives:

After completing the course, students should have a better understanding and comprehension of the multiple factors that affect and determine typical development of infants, children and adolescents. The students should be able to:

- 1.1 Describe and explain the nature of child development as a scientific discipline.
- 1.2 Describe and analyze major theoretical perspectives and overarching themes of child development and their historical background.
- 1.3 Describe, apply, and analyze selected content areas within child development.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Use creative thinking to address psychology-related issues.
- 4.2 Demonstrate effective oral communication skills in various context (e.g., group discussions, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.2 Identify appropriate applications of psychology to mental health and organizational problems.
- 5.3 Demonstrate how psychological principles can explain social issues and inform public policy.

Course Materials

Required Text:

Santrock, J.W. (2015). *Children*, 13th edition. New York: Mcgraw-Hill.

Supplemental Readings:

Additional course readings will be housed on the elearning shell. The files will be attachments for you to download or links to the materials.

THE FOLLOWING IS A TENTATIVE CLASS SCHEDULE

Assignments & Academic Calendar

Important Dates Topics

August 22, 2016	Course Introduction – Worldview Assignment due 8/28
August 29, 2016	Section 1- Nature of Children's Development
September 5, 2016	No class – Labor Day holiday Research Topic Due by 9/4
September 12, 2016	Section 2: Beginnings (Chapter 2 -4)
September 19, 2016	Section 3: Infancy (Chapters 5-6)
September 26, 2016	Section 3: Infancy (Chapter 7)
October 3, 2016	Section 4: Early Childhood (Chapters 8-9) Online Class Meeting Research Abstract due by October 9th
October 10, 2016	Section 4: Early Childhood (Chapter 10) Test One (Section 1-4)
October 17, 2016	Section 5: Middle and Late Childhood (Chapters 11)
October 24, 2016	Section 5: Middle and Late Childhood (Chapters 12)
October 31, 2016	Section 5: Middle and Late Childhood (Chapters 13)
November 7, 2016	Section 6: Adolescence (Chapter 14)
November 14, 2016	Section 6: Adolescence (Chapter 15)
November 21, 2016	Section 6: Adolescence (Chapter 16)
November 28, 2016	No class Thanksgiving Break
December 5, 2016	Course Wrap Video Presentations Due
December 12, 2016	Final Exams (Section 5-6)

Course Policies

Grading (credit) Criteria	Assignments..... Section 1.....50 Section 2.....50 Section 3.....50 Section 450 Section 550 Section 650 Test 1100 Test 2100 Research Project..... Topic10 Abstract80 Video Presentation.....150 Total.....740 A: 93-100%, A-: 90-92%, B+: 87-89%, B: 83-86%, B-: 80-82%, C+: 77-79%, C: 73-76%, C-: 70-72%, D+: 67-69%, D: 63-66%, D-: 60-62%, F: 59% or less
Course Requirement	Research Exposure Credit Requirement (REC): One requirement of all students enrolled in this class is completion of two research exposure credits. This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class. A link to “Research Exposure Credit (REC) Requirement” is also posted on the BBS Information Center in eLearning (link on the left side). Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is found on the REC instruction sheet.
Assignment Due Dates	There will be 6 assignments due at the end of each section. Assignments can take the form of quizzes or in-class assignments. All assignments outside of class are due on Sundays by 9pm.
Make-up Assignments and Tests	There will be no make-up exams. Exceptions made on case-by-case basis. In-class assignments cannot be made up.
Extra Credit	There will be several opportunities for extra credit throughout the semester. Announcements and links will be provided when applicable.
Late Work	NO late work accepted.
Research Project	The research project is the major assignment for this course. Details about each step of this assignment will be provided. You will select a research topic related to child development, select a research article, and write an abstract about the article. The paper presentations will be in the form of a mock research conference. A Call for

	Papers will go forth, in which you are to submit your paper abstract by October 9 th . Once your paper abstract is accepted you will be notified what day you will present. The presentation days for the videos are the week of December 5 th .
Class Attendance	In order to learn the concepts and engage in class activities, students must attend class. Attendance will be graded through the assignments. Attendance may also affect your performance on exams and other assignments given much of the material that is covered in lecture goes beyond what is included in assigned readings. If class will be missed it is up to you to alert the class TA & Instructor. You are responsible for getting missed information. Many methods for getting this information will be employed. Do not contact the instructor to get information about what you missed in class.
Class Withdrawal	The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled. The last day to drop a class without a "W" is ...
Incomplete Grades	The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.
Student Conduct and Discipline	The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, A to Z Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Series 50000, Board of Regents, The University of Texas System, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.
Student Grievances Procedures	Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or

	Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.
Academic Integrity	<i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i> “As a Comet, I pledge honesty, integrity, and service in all that I do.” The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.
Disability Services	The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student’s responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098. Guidelines for documentation are located on the Disability Services website at http://www.utdallas.edu/disability/documentation/index.html .
Religious Holy Days	The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.