



**Course** PSY 3310, CLDP 3310; Section 510, 3 credits  
**Course Title** Child Development  
**Professor** Deborah L. Bonner, Ph.D.  
**Term** Spring 2017  
**Meetings** 7:00-9:45 pm, Mondays GR 4.301

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### Professor's Contact Information

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### General Course Information

**Pre-requisites, Co-requisites, & other restrictions** Students may not enroll for both Child Development and Lifespan

**Course Description** This course will give a broad overview of theories and research relevant to the development of infants, children and adolescents. Content will focus on physical, cognitive, social, and emotional development from conception through adolescence.

**Learning Outcomes** Students will demonstrate:

1. Knowledge of the theories of young children's development, growth, and learning.
2. Knowledge of the history, trends, and controversial issues in the field of child development.
3. The ability to recognize and think critically about the methods involved in scientific research.
4. The ability to describe, apply, and analyze multiple content areas within development.

**Required Texts & Materials** Santrock, J. W. (2016). *Children*, 13<sup>th</sup> edition. New York: McGraw-Hill

**Suggested Texts, Readings, & Materials** Supplemental readings and materials will be posted on eLearning.

## Assignments & Academic Calendar

### Course Schedule, subject to change

Additional Readings will be posted on eLearning.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
January 9	Course Introduction, Theories of Child Development, Research Methods	Chapter 1
January 16	No Class-Martin Luther King Day Holiday	
January 23	Prenatal Development, Birth	Chapters 2, 3, 4
January 30	Infancy: Physical, Sensory, Cognitive, and Language Development	Chapter 5, 6
February 6	Infancy: Emotional and Social Development, Attachment	Chapters 7
February 13	<b>Exam 1</b>	Covers Ch 1-7
February 20	Early Childhood- Physical, Cognitive, and Language Development	Chapter 8-9
February 27	Early Childhood- Emotional, Moral, Social Development and Play	Chapter 10
March 6	Middle and Late Childhood-Physical Development, and Special Needs	Chapter 11
March 13	No Class Spring Break	
March 20	Middle and Late Childhood- Cognitive Development, School, and Intelligence	Chapter 12 <b>Research Summaries Due</b>
March 27	Middle and Late Childhood- Social and Emotional Development, Peers	Chapter 13
April 3	<b>Exam 2</b>	Covers Ch. 8-13
April 10	Adolescence- Physical Development, Puberty, and Sexuality, Substance Abuse and Eating Disorders	Chapter 14
April 17	Adolescence- Cognitive Development and Schools	Chapter 15 <b>Child Observation Project Due</b>
April 24	Adolescence- Social Development and Dating, Review for Exam 3	Chapter 16
May 8	<b>Exam 3</b>	Ch. 14-16, Cumulative Content

## Course Policies

<b>Assignments</b>	<p>Exams: The three exams will consist of multiple choice questions that are to be completed independently and with academic integrity. The first two exams will not be cumulative. The third exam will include some cumulative content which will be described in a study guide. Exams will include content discussed in lectures, the textbook, and other required readings.</p> <p>Research Summaries: Students will select two articles from a list provided on eLearning, and write a brief review of each article (1-2 pg.). The review will include a description of the research method, a brief discussion of major findings, implications for further research, and any comments and/or questions the reader has about the article.</p> <p>Child Observation Paper: Students will observe or interview a typically developing child and/or parent and write a brief (2 pg double-spaced) paper integrating their findings with course material. This assignment is to be completed independently and with academic integrity. Students must turn in their detailed observation or interview notes. The paper will be graded based on content, ability to effectively integrate findings within at least 2 domains of child development, organization, grammar, and style. Detailed requirements are provided on eLearning and will be discussed in class. The paper is worth 75 pts, 25% of the final grade. Due Apr 17.</p>
<b>Grading (credit) Criteria</b>	<p>Exam 1.....50  Exam 2.....50  Exam 3.....75  Research Summaries.....50  Child observation paper.....75  Total.....300</p> <p>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</p>
<b>Make-up Exams</b>	<p>Make up exams will not be offered. In extremely rare cases, a makeup exam may be given at the instructor's discretion if verified documentation for legitimate absences is provided.</p>
<b>Extra Credit</b>	<p>Any opportunities for extra credit will be posted on eLearning.</p>
<b>Late Work</b>	<p>The only assignment that will be accepted late is the Child Observation Paper. After 9:45 pm on April 17 10% will be deducted from the final score for each 24hr period the paper is late.</p>
<b>Course Requirement</b>	<p><b>Research Exposure Credit Requirement (REC):</b></p> <p>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. "Instructions for Research Exposure Credit Requirements" are also posted on the BBS Information Center in eLearning (link on the left side under Content).</p> <p>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</p>

	A-. If you do not complete both credits, your grade would be lowered from an A to B+. The deadline for completion of these credits is May 5.
<b>Class Attendance</b>	Regular and punctual class attendance is expected in order to learn the concepts presented in class. Students who fail to attend class regularly are inviting scholastic difficulty. Much of the material covered in lectures goes beyond what is included in assigned readings.
<b>Classroom Citizenship/Instructor Expectations</b>	In order to ensure a safe and productive learning environment, students are expected to come to class prepared having done the assigned reading, avoid talking to other students during lectures or films, be respectful to other students at all times during class, arrive on time with cell phones turned off, engage in appropriate laptop behavior (no email or websites unrelated to class), and be alert and attentive in class.
<b>Student Conduct and Discipline</b>	<p>The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (<a href="http://catalog.utdallas.edu">http://catalog.utdallas.edu</a>).</p> <p>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 Student Code of Conduct, UTDSP5003 (<a href="http://policy.utdallas.edu/utdsp5003">http://policy.utdallas.edu/utdsp5003</a>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <a href="https://www.utdallas.edu/conduct/">https://www.utdallas.edu/conduct/</a>.</p> <p>A student at the University neither loses their 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 its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<b>Academic Integrity</b>	<p>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 demonstrates a high standard of individual honor in his or her scholastic work.</p> <p><b>Academic Dishonesty:</b> Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment. Additional information related to academic dishonesty and tips on how to avoid may be found here: <a href="https://www.utdallas.edu/conduct/dishonesty/">https://www.utdallas.edu/conduct/dishonesty/</a>.</p>
<b>Email Use</b>	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the

	transmitted information.
<b>Withdrawal from Class</b>	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.
<b>Incomplete Grades</b>	As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.
<b>Comet Creed</b>	<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."
<b>UT Dallas Syllabus Policies and Procedures</b>	<i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i>  <i>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</i>

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