



Course Child Development, CLDP/PSY 3310.001, 3 credits, Spr 2017
Professor Jackie Nelson, Ph.D.
Graduate Teaching Assistant Mariah Fowler
Undergraduate Teaching Assistant Katie Holloway and Kimberly Tran
Meetings GR 4.428, Tues & Thurs 1:00-2:15pm

Contact Information:

Dr. Nelson jackie.nelson@utdallas.edu, 972-883-4478, GR 4.822, Office Hours: T/Th 3:30-4:30pm
Ms. Fowler mxfl110030@utdallas.edu, 972-883-3649, GR 4.704, Office Hours: T/Th 12:00-1:00pm
Ms. Holloway klh140130@utdallas.edu **Ms. Tran** ktt150030@utdallas.edu

General Course Information

Course Description The purpose of this course is to give students a broad overview of theories and research relevant to infant, child, and adolescent development. We will focus on physical, cognitive, social, and emotional development from conception through adolescence, and will explore the role of family, culture, peers, and school in shaping development.

Students will demonstrate:

- Learning Objectives**
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. An understanding of the diverse contexts children experience and how various aspects of diversity influence development.
- (Program-level objectives italicized)*
5. The ability to describe, apply, and analyze multiple content areas within development.
 6. Knowledge of environmental and child characteristics that serve as risk and protective factors.
 7. The ability to apply psychological concepts, theories, and research findings to everyday life.
 8. Recognition that children shape and are shaped by many learning environments.
 9. Appreciation of attitudes that focus and build on strengths of children and families rather than emphasize weaknesses.

Required Text Santrock, J. W. (2016). *Children*, 13th edition. New York: McGraw-Hill.
(available at the UTD bookstore, Off-Campus Books, online, and on library reserve)

Readings Supplemental readings (labeled "Research Article") can be found on eLearning.

Course Schedule

Date	Topic	Assignment
Jan 10	Introduction to child development	Ch 1 (to p.15)
Jan 12	Theories of child development	Ch 1 (p.16 to end)
Jan 17	Research methods	Ch 1 (p.16 to end)
Jan 19	Prenatal development	Chs 2 & 3, eLA#1
Jan 24	Birth and beyond	Ch 4
Jan 26	Exam 1	
Jan 31	Infancy: Physical and sensory development	Ch 5
Feb 2	Infancy: Cognitive and language development	Ch 6
Feb 7	Infancy: Emotional development and temperament	Ch 7 (to p.201)
Feb 9	Infancy: Social development and attachment	Ch 7 (p.202 to end)
Feb 14	Infancy: Child care (<i>Marshall, 2004</i>)	Research Article, eLA#2
Feb 16	Exam 2	
Feb 21	Preschool: Physical development, discipline, and child abuse	Ch 8
Feb 23	Preschool: Cognitive dev, literacy, and early intervention	Ch 9
Feb 28	Preschool: Emotional and moral development	Ch 10 (to p.286)
Mar 2	Preschool: Social development and play	Ch 10 (p.287 to end)
Mar 7	Preschool: Media (<i>Kirkorian, Wartella, & Anderson, 2008, pp. 1-6, 14-16</i>)	Research Article, eLA#3
Mar 9	Exam 3	

No Class 3/14 and 3/16 for Spring Break		
Mar 21	Middle Childhood: Physical dev, obesity, and special needs	Ch 11
Mar 23	Middle Childhood: Cognitive dev, school, and intelligence	Ch 12
Mar 28	Children in Context 1: Divorce and poverty (<i>Duncan & Brooks-Gunn, 2000; Lansford, 2009</i>)	Research Article, eLA#4
Mar 30	Children in Context 2: Ethnicity and immigrant and LGBT parents (<i>Shields & Behrman, 2004; Patterson, 2006</i>)	Research Article, eLA#5
Apr 4	Middle Childhood: Social and emotional dev and peers	Ch 13
Apr 6	Exam 4	
Apr 11	Adolescence: Physical dev, puberty, and sexuality	Ch 14 (to p.432)
Apr 13	Adolescence: Substance use and eating disorders	Ch 14 (p.433 to end)
Apr 18	Adolescence: Cognitive development and schools	Ch 15
Apr 20	Adolescence: Social development and dating *CO paper due*	Ch 16
Apr 25	Adolescence: Part-time work (<i>Vazsonyi & Snider, 2008</i>)	Research Article, eLA#6
Apr 27	Exam 5	

Assignments	<p><u>Exams</u> (62% of final grade): Exams will be taken in the testing center (MC 1.401, McDermott Library basement) and will consist of multiple choice questions that are to be completed independently and with academic integrity. Students must sign up for a seat for each exam as soon as possible at http://www.utdallas.edu/studentsuccess/testingcenter/. Walk-ins without an appointment will not be admitted. Exams are not cumulative. Exams will draw from content covered in lectures, the text, and additional readings. There will be 5 exams given, 4 of which will count toward the final grade. The student's lowest grade from the 5 exams will be dropped. Exams are each worth 50 pts.</p>	
	<p><u>eLearning Assignments</u> (15% of final grade): Assignments will be given via eLearning throughout the semester based primarily on research articles. They are labeled "eLA" on the course schedule and are due before 1pm on the date indicated. Students can complete them early, but late work will not be accepted. These assignments are to be completed independently and with academic integrity. There will be 6 assignments worth 10 pts each. The lowest grade will be dropped; 5 will count toward the final grade worth a combined 50 pts.</p>	
	<p><u>Child Observation Paper</u> (23% of final grade): 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. The paper is to be completed independently and with academic integrity and will be submitted through Turn-It-In. Students must type and 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. Due Apr 20.</p>	
Grading Criteria	<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>	<p>Exam 1.....50 Exam 2.....50 Exam 3.....50 Exam 4.....50 eLearning assignments.....50 Child observation paper.....75 Total.....325</p>
Student Support	<p>In addition to Dr. Nelson's and Ms. Fowler's office hours, Ms. Holloway and Ms. Tran will hold review sessions prior to each exam (dates and times TBD based on student surveys), and they will be available to provide peer feedback on the Child Observation Paper. The teaching assistants will also regularly respond to student questions posted on the eLearning discussion board.</p>	
Course Requirement	<p>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</p>	

	<p>“Research Exposure Credit (REC) Requirement” is also posted on the BBS Information Center in eLearning (link on the left side).</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 A-. If you do not complete both credits, your grade would be lowered from an A to B+. April 30th is the deadline to complete research review papers; May 5th is the deadline for research participation credit.</p>
Instructor Expectations	In order to ensure a safe and productive learning environment, students are expected to come to class prepared having done the assigned reading, avoid chit-chat during lectures or films, be respectful to other students, 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.
Make-up Exams	Missing 1 of the 5 exams or 1 of the 6 eLearning assignments for any reason (e.g., illness, personal/family problems, school sponsored event, etc.) will result in a grade of zero that may serve as the student’s dropped grade. In rare cases, a makeup exam may be given at the instructor’s discretion if verified documentation for BOTH legitimate absences is provided. Make-ups will not be offered for the eLearning assignments.
Late Work	The only assignment that will be accepted late is the Child Observation Paper. After 1pm on April 20 th , 10% will be deducted from the final score for each 24hr period the paper is late.
Class Attendance	In order to learn the concepts and engage in class activities, students must attend class. Attendance will affect your performance on exams given much of the material that is covered in lecture goes beyond what is included in assigned readings. Instructor and TA lecture notes will not be shared; students are responsible for contacting a classmate regarding missed material. Please do not post class materials to note-sharing websites.
Academic Integrity	The U.T. Dallas 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. 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 (e.g., working with another person to complete the eLA assignments which are to be done independently), 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).
Comet Creed	<p>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:</p> <p><i>“As a Comet, I pledge honesty, integrity, and service in all that I do.”</i></p>
AccessAbility Services	It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu .
UT Dallas Syllabus Policies and Procedures	<p>The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.</p> <p>Please go to http://go.utdallas.edu/syllabus-policies for these policies.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.