



Course Child Development, CLPD/PSY 3310.001, 3 credits, Summer 2017
Professor Olivia Smith & Deyaun Villarreal
Meetings GR 4.428 Tues & Thurs 10:00am-12:15pm

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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.

Learning Objectives

(Program-level objectives italicized)

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. An understanding of the diverse contexts children experience and how various aspects of diversity influence development.
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, and online)

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

Course Schedule

Date	Section	Topic	Assignment
May 30		Introduction and theories of child development	Chapter 1
June 1		Research methods	Chapter 1
		Heredity, genes, and environment	Chapter 2
June 6		Prenatal Development	Chapter 3
		Birth	Chapter 4
		Exam 1 review	
June 8		Exam 1	
June 13	Infancy	Physical and sensory development	Chapter 5
		Cognitive & language development	Chapter 6
June 15	Infancy	Emotional development and temperament	Chapter 7
		Social development and attachment	
June 20	Infancy	Child care (<i>Marshall, 2004</i>)	Research article
		Exam 2 review	
June 22		Exam 2	
June 27	Preschool	Physical development, discipline, and child abuse	Chapter 8
		Cognitive development and early intervention	Chapter 9
June 29	Preschool	Emotional and moral development	Chapter 10
		Social development and play	
July 6	Preschool	Media (<i>Kirkorian, Wartella & Anderson, 2008, pp. 1-6, 14-16</i>)	Research Article
		Exam 3 Review	

July 11		Exam 3	
July 13	Middle Childhood	Physical development, obesity, and special needs Cognitive development, literacy, and early intervention	Chapter 11 Chapter 12
July 18	Children in Context	Divorce and poverty (<i>Duncan & Brooks-Gunn, 2000; Lansford, 2009</i>)	Research Articles
July 20	Children in Context	Ethnicity and immigrant and LGBT parents (<i>Shields & Behrman, 2004; Patterson, 2006</i>)	Research Articles
July 25	Middle Childhood	Social and emotional development and peers Exam 3 review	Chapter 13
July 27		Exam 4	
Aug 1	Adolescence	Physical development, puberty, and sexuality Substance use and eating disorders	Chapter 14
Aug 3	Adolescence	Cognitive development and schools Social development and dating *CO paper due*	Chapter 15 Chapter 16
Aug 8	Adolescence	Part-time work (<i>Vazsonyi & Snider, 2008</i>) Exam 5 review	Research Article
Aug 10		Exam 5	

Assignments	<p><u>Exams</u>: Exams will be taken in the testing center and will consist of multiple choice questions that are to be completed independently and with academic integrity. 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 100 pts, for a combined 73% of your final grade.</p> <p><u>In-class quizzes/assignments</u>: Random pop quizzes and in-class assignments will be given throughout the semester. Students are not allowed to use their notes, the textbook, or the help of other students during the quizzes. Requirements for in-class assignments will vary, but will often involve group work and the ability to use class materials. Students will earn a 0 if they are absent, 2 points if they are present, plus additional points for correct/quality work (10 pts total). The 2 lowest grades will be dropped; all others will count toward the final grade worth a combined 50 pts. Students who miss quizzes administered at the beginning of class because they are late will not be allowed to complete the quiz and will earn a score of 0.</p> <p><u>Child Observation Paper</u>: Students will observe or interview a <i>typically developing child</i> and/or parent and write a 2 page paper integrating their findings with course material. This assignment is to be completed independently and with academic integrity (i.e., no plagiarism). Students must turn in their detailed observation or interview notes. The paper will be graded based on content, ability to effectively integrate findings within multiple domains of child development, organization, grammar, and style. Detailed requirements are provided on eLearning and will be discussed in class later in the semester. The paper is worth 100 pts, 18% of the final grade. Due August 3.</p>		
	Grading Criteria	<div> 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 </div> <div> Exam 1.....100 Exam 2.....100 Exam 3.....100 Exam 4.....100 In-class quizzes/assignments.....50 Child observation paper.....100 Total.....550 </div>	
	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 <i>Research Exposure Credit Requirement</i> handout distributed on the first day of class. “<i>Instructions for Research Exposure Credit Requirements</i>” are also posted on the BBS Information Center in eLearning (link on the left side under <i>Content</i>) and on the BBS website. There have been several policy changes effective Spring 2015; please be aware of these changes.</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 A-. The deadline for completion of these credits is August 8, 2016 .
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 Facebook!), and be alert and attentive.
Make-up Exams	Make-ups for exams and in-class assignments will not be offered. Missing 1 of the 5 exams or 2 of the 7 in-class activities for any reason (e.g., illness, personal/family problems, etc.) will result in a grade of zero that may serve as the student's dropped grade(s). In extremely rare cases, a makeup exam may be given at the instructor's discretion if verified documentation for both legitimate absences is provided. Exceptions will not be made for the in-class activities.
Late Work	The only assignment that will be accepted late is the Child Observation Paper. After 12:15pm on August 1, 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 be graded through the use of pop quizzes and in-class activities. 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.
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, <i>A to Z Guide</i> , 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 <i>Rules and Regulations, Series 50000, Board of Regents, The University of Texas System</i> , and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i> . 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.
Academic Integrity	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.
Email Use	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. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD

	<p>student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
Withdrawal from Class	<p>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.</p>
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>. 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, who 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 are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>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.</p>
Disability Services	<p>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.</p>
Religious Holy Days	<p>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.</p>

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