

PSYC 208-01 (02) CHILD PSYCHOLOGY, SPRING 2019 M, W 2:00PM-3:15PM (3:30PM – 4:45PM) HAYES, 121

Contact Information

Dr. Candace Lapan
c.lapan@wingate.edu

Office: Neu 211B

Office Hours: M, W 11:00am-1:00pm; T, 10:00am-12:00pm, 3:30-5:00pm; TR 10:00am-12:00pm

Office hours are reserved for drop-in visits by members of this class. No appointments, no need to ask, no need to tell me you're coming, & first-come first-served. *If you cannot make this time, please e-mail me several days and times of availability to schedule an appointment.*

WHO AM I?

I am a developmental psychologist with a BA, M.A., and PhD from UNCGreensboro. My research expertise is in social and cognitive skills between early and middle childhood. I ask to be referred to as either "Professor" or "Doctor" as these are my earned academic and professional credentials. Please do not refer to me as "Ms." or "Mrs." As a rule of thumb, you should always check to see what your professors prefer to be called, or as the safest bet, professor is always fine. For more helpful info, check out the infographic posted on the "pages" section of Canvas.

HOW CAN YOU GET HELP?

These are reserved for drop-in visits by members of this class. No appointments, no need to ask, no need to tell me you're coming, & first-come first-served. These are not just for students who are struggling! You pay for this time, take advantage of it to ask questions or get extra help. *If you cannot make this time, please e-mail me several days and times of availability to schedule an appointment.*

WHAT IF I'M HAVING PERSONAL STRUGGLES?

The wellbeing of student is my primary concern. If you are facing any challenges in relation to your physical or mental health, or other obstacles such as food, housing, or childcare insecurity please do not hesitate to get in touch with me. I am happy to discuss ways that we can put you in the best possible position to succeed in the course.

CAN I TALK TO YOU ABOUT TITLE IX ISSUES?

Under Title IX guideline I am considered a Responsible Employee. As such, I have the obligation to report to the Title IX Coordinator, as soon as reasonably possible, any reports or allegations or firsthand observations of discrimination or sexual misconduct shared with me by a student.

SCIENTIFIC DISCOURSE & INCLUSIVITY

In this course we will discuss a variety of topics that in some cases may be controversial. Often, I will present scientific evidence when discussing these controversial topics. This does not mean that I am endorsing one perspective or another, but rather providing you with the available scientific evidence regarding the issue. I am in no way attempting to present my personal opinions, beliefs, or ideologies. Debating issues and considering scientific evidence is the process of scientific discourse. It is important to respect multiple perspectives on such topics and to discuss them together. Your experiences and thoughts are valuable and you should feel free to share them as they become relevant to the course. If you find that at any time that there are aspects of the course instruction, subject matter, or classroom environment that results in barriers to your inclusion, please contact me privately without fear of reprisal.

Course Description & Goals

This course will introduce you to the field of developmental psychology, which centers on the scientific study of stability and change in human characteristics and behavior over the lifespan. This course will focus specifically on the developmental periods of birth through later childhood. We will address the following questions:

- What develops and when? We will learn about key aspects of human physical, social, and cognitive development from infancy to late childhood.
- What are the mechanisms of change? We will learn what processes are responsible for the outcomes we see across development (i.e., *How* do these aspects of human thought and behavior change?).
- How is development measured? We will look at development from a scientific perspective, focusing on how we ask and answer research questions objectively and systematically. Different methodologies (and their advantages and limitations) will be discussed. What are the implications? We will explore how the content we learn about is relevant to your daily life and practical issues that you will face.

Course Text and Aids

- Connect Access card (**Required**): ISBN: 9781260154061. This card comes with access to the Connect Platform as well as a digital copy of the text. You may also purchase a hard copy of the text if you desire, but it's not required.
- REEF Polling subscription (Required): ISBN 9781498600750 After purchasing, register for this course. The Course ID is PSYC 208-01
- Hard Copy Textbook (**Optional**): Santrock, J. W. (2016). *Children (14th Ed.)*. New York, NY: McGraw-Hill Education. ISBN: 9781260154085

Canvas

On the course Canvas site, you will find lecture outlines, which I will post prior to our classes. Note that these outlines are frameworks for lectures – they will only contain a fraction of what I discuss in class. Note that the Canvas site is intended to supplement in-class learning and that it never serves as a substitute for class attendance. Occasionally, I will send e-mails to the class from the Canvas website, therefore, you are responsible for checking this account daily. Note that you can change your notification settings in Canvas to get email alerts when messages are sent through Canvas, I recommend doing this.

Course Evaluation and Grading Scheme

Assessment	Grade Value
3 Tests (15% each)	45%
REEF Polling Participation/Attendance	10%
Reading Quizzes	10%
Critical Thought Papers	15%
Final Paper (15%) & Presentation (5%)	20%

Letter Grade	Numeric Grade
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Description of Course Requirements

Tests: Three tests will assess your content knowledge, critical thought about course material, and ability to apply the concepts learned to novel situations. Tests will cover text and lecture material and will consist of multiple choice and short answer questions.

REEF Polling Participation/Attendance: Attendance and class participation are critical to success in this course. To assess your participation and record your attendance, you will use the REEF Polling platform. You must purchase access and then register for the course. You will not be graded on the correctness of your responses, but just for participating. If you have any technology issues, please let me know during class & you will not be counted off for participation for that day.

Connect Practice Quizzes: Connect Quizzes will be posted on Canvas (they are completed on the Connect platform, but you should go to Canvas to click the link to the assignment). These quizzes are adaptive and the questions will change as you answer questions. They are meant to get you to master concepts and thus will respond to whether you seem to misunderstand a particular concept. When you answer questions wrong, you will be asked additional questions. If you want additional practice, you can continue quizzing yourself with the "self-assessment". There are many more practice questions available than those in the reading quizzes. Late quizzes will not be accepted.

Critical Thought Papers: Throughout the semester, 5 opportunities will be available to complete Critical Thought Papers (CTPs). You are required to complete 2 of these 5 opportunities. However, if you complete 3 out of the 5, I will drop your lowest grade. For the CTP assignments, you will write a brief (**1-2-page**) paper based on **a topic previously covered in class (prompts are provided on the Canvas assignment)**. Importantly, these are not to

be just summaries of information we have covered, rather they should include original thoughts, ideas, and questions about course content (see rubric on Canvas).

Final Paper & Presentation: For your final assignment in the class, you will choose from 2 possible options. (1) Create a children's toy and write a 2 page paper describing how the research from this course informed your design decisions. (2) Create a 2 page informative newsletter around a particular topic (e.g., parenting, education, health and wellness, etc) or a particular age group (e.g., preschoolers) that would provide valuable information to the public about child development. You will also present your work to the class in a video presentation which will be posted to Canvas. Further assignment details provided on Canvas.

Extra Credit: On several occasions throughout the semester, I will offer opportunities to earn extra percentages toward your final grade. The number of activities given and the amount of bonus assigned is within my discretion. There will be no make-ups offered for extra credit activities under any circumstance.

Late Assignments

All assignments are due by 11:59pm of the date indicated on the syllabus and should be submitted through Canvas. Late Connect Quizzes are not accepted, but please let me know if you have technical difficulties with an assignment. For papers and projects, 5 points will be deducted from the grade of any assignment turned in one day late and five additional points will be deducted for each additional day that passes. You are responsible for assignments even if you cannot be in class on the day they are due.

Missing a test: It is my hope that you will not experience any adverse events that cause you to miss a test. If you miss one of these tests for any reason, you will have the opportunity to complete an essay only make up test. You must contact me asap and complete the makeup within 2 days of your arrival back to campus.

Late arrival to a test: It is especially disruptive to others when you arrive late on a test day. At my discretion, students who arrive late to class on test days risk denial of entry into the classroom (i.e., a grade of zero will be recorded). If you arrive for any exam after at least 1 student has turned in the exam, you will not be permitted to take the exam and will receive a 0 on the exam.

Attendance

Attendance and participation are important for your success in class and are, as noted above, are worth 10% of your grade. Everyone will receive 4 freebies in which you will not be penalized for missing class, you do not need to tell me why or provide documentation as to why you missed class. Any absences beyond these 4 freebies will result in a loss of points to your attendance/participation grade. Exceptions will be made for long term excused absences (i.e., a university-sponsored absence or absence due to illness or death in the family). Please keep in mind that your participation in class is improved by completing course readings prior to class.

Classroom Decorum

Our classroom is a community and it is essential that everyone feels welcome and safe in that community. We will discuss more in depth how we want our community to look, sound, and feel, but generally, our class should always be a place where we respect one another. We may discuss topics that are personally significant and sensitive, so it is important that we value all other students in the class and their contributions.

To create a respectful and focused learning environment, I also ask that you respect your fellow classmates by turning off electronic devices and/or not using them for non-academic purposes (of course use for REEF Polling is fine). This includes cell phones, computers, and tablets (please do not wear headphones during class). In extenuating circumstances where you need to be contacted during class, please let me know before that class period. There is a lot of surmounting evidence that using technology for non-academic purposes during class impairs your class performance, as well as your peers' performance. I'm happy to supply references!

Honor Code & Plagiarism

Academic dishonesty is a serious offense. Any form of dishonest behavior (e.g., cheating, plagiarism, deception of effort, unauthorized assistance), will result in penalties such as a failing grade on an assignment or failure in the course, depending on the nature of the offense. If you are ever unsure if your work may be considered plagiarism, you can always ask me for help without penalty before your turn in the assignment.

It is the responsibility of all Wingate University students to abide by the Honor Code. Failure to do so will result in consequences outlined in the Wingate University Student Handbook. The Wingate University Honor Code states that:

- Wingate University students do not lie, cheat, steal, plagiarize, nor do they tolerate in their company the presence of one who does.
- Wingate university students conduct themselves at all times in a manner that is conducive to the maintenance of a strong, positive environment for study and learning.
- Wingate University students obey the rules and regulations of the University as outlined in the Student Handbook.

How to Succeed in This Course

If you experience difficulty (i.e., if you don't understand the material or if you perform poorly on a test), I encourage you to see me immediately so that we can go over your study strategies and discuss techniques to improve your performance. The biggest mistake that students make is to avoid getting help, which only magnifies the problem. Keep in mind that I cannot do anything to help you at the end of the course. Thus, it is important to come in and talk to me about problems as you experience them. Other highlights: Participate, take notes, read, relate materials to your own life, put definitions in your own words, test yourself, ask questions, and review your materials after class.

Active Learning

My most frequent comment from students in my courses is that they want class to have more interactive activities and group work, as opposed to me lecturing. I believe that these type of activities are beneficial to learning and engage students. However, they only work if students actually engage in the activities (i.e., answer questions, engage in discussion, etc.). So I promise to use as many of these activities as possible, however the responsibility also lies with you as students to engage in these activities to make them a productive use of class time.

Academic Resources

The Academic Resource Center (ARC) is located on the 2nd floor of the Ethel K. Smith Library and provides a variety of services to support your learning (e.g., peer tutoring). For more information on available services, please see <https://www.wingate.edu/mygate/students/academic-resource-center> or call 704-233-8366. ARC also houses the Writing Center which offers appointments and drop-in sessions. For more information, please see <https://www.wingate.edu/mygate/students/academic-resource-center/writing-center> or call 704-233-8070.

Disability Services

If you have a disability and require accommodations, you are encouraged to let me know at the beginning of the semester. In order to receive accommodations you must also register for disability support services by contacting Ms. Kristin Wharton, kwharton@wingate.edu. The disability support services office is on the 2nd floor of the Ethel K. Smith Library in the Academic Resource Center. All communication will remain confidential.

Counseling Services

Wingate's Office of Counseling Services, located in the Dickson-Palmer Center, provides confidential, free, short-term mental health treatment to currently enrolled undergraduate and graduate students. Our counselors are licensed mental health professionals and supervised graduate student interns. In general, counselors do not give advice, but seek to help clients understand themselves and their situation more fully in order to more clearly see their options. There are many common issues that clients may discuss in counseling. Reasons may include: abuse or trauma, anxiety and stress, conflict management, depression, grief and loss, interpersonal relationships, Transitioning to college, etc.. Counselors can also help you develop academic and study skills. They can work with you to devise strategies for time management, test anxiety, and motivation.

This is tentative outline of topics and assignments. You will be notified of any changes as soon as possible.

Day	Topic/Reading	Assignment
Wed., Jan. 9	Review Syllabus	Introduction
Mon., Jan. 14	Ch. 1 Intro	Ch. 1 Connect Quiz
Wed., Jan. 16	Ch. 1 Intro	
Mon., Jan. 21	MLK Jr. Day No Class	
Wed., Jan. 23	Ch. 2 Biological Beginnings	Ch. 2 Connect Quiz
Mon., Jan. 28	Ch. 2 Biological Beginnings	CTP 1
Wed., Jan. 30	Ch. 3 Prenatal Development	Ch. 3 Connect Quiz
Mon., Feb. 4	Ch. 5 Physical Development in Infancy	Ch. 5 Connect Quiz
Wed., Feb. 6	Ch. 5 Physical Development in Infancy	CTP 2
Mon., Feb. 11	Catch up & Review Day	
Wed., Feb. 13	Exam 1	
Mon., Feb. 18	Ch. 6 Cognitive Development Infancy	Ch. 6 Connect Quiz
Wed., Feb. 20	Ch. 6 Cognitive Development Infancy	
Mon., Feb. 25	Ch. 7 Socioemotional Development Infancy	Ch. 7 Connect Quiz
Wed., Feb. 27	Ch. 7 Socioemotional Development Infancy	CTP 3
Mon., Mar. 4	Ch. 8 Physical Development in Early Childhood	Ch. 8 Connect Quiz
Wed., Mar. 6	Ch. 9 Cognitive Development in Early Childhood	Ch. 9 Connect Quiz
Mon., Mar. 11	Spring Break	
Wed., Mar. 13	Spring Break	
Mon., Mar. 18	Ch. 9 Cognitive Development in Early Childhood	CTP 4
Wed., Mar. 20	No class; Dr. Lapan at Conference	
Mon., Mar. 25	Catch up & Review Day	
Wed., Mar. 27	Exam 2	
Mon., Apr. 1	Ch. 10 Socioemotional Development in Early Childhood	Ch. 10 Connect Quiz
Wed., Apr. 3	Ch. 10 Socioemotional Development in Early Childhood	
Mon., Apr. 8	Ch. 11 Physical Development in Middle Childhood	Ch. 11 Connect Quiz
Wed., Apr. 10	Ch. 12 Cognitive Development in Middle Childhood	CTP 5
Mon., Apr. 15	Ch. 12 Cognitive Development in Middle Childhood	
Wed., Apr. 17	Ch. 13 Socioemotional Development in Middle Childhood	Reading Quiz
Mon., Apr. 22	Easter Break	
Wed., Apr. 24	Ch. 13 Socioemotional Development in Middle Childhood	Presentations due
Mon., Apr. 29	Reflection Day	Final Paper Due
Tue., Apr. 30	Reading Day; Extra Credit Review	
Wed., May 1	Section 01 Final Exam 6:00pm-9:00pm	
Tue., May 7	Section 02 Final Exam 1:30pm-4:30pm	