

INSTRUCTOR: Dr. Elaine Blakemore

OFFICE HOURS: By appointment. I will meet with you in my Neff office or via Skype or Facetime.

OFFICE: Neff 388G

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TEXTBOOK: Shaffer, David, & Kipp, Katherine (2014). *Developmental Psychology: Childhood and Adolescence* (9th edition).

READINGS: Can be found in Blackboard.

WEB PAGE: <http://users.ipfw.edu/blakemor/psy235.html> or access Blackboard through my.ipfw.edu or at <http://www.ipfw.edu/elearning/>

GENERAL EDUCATION GOALS

This course is approved for the IPFW General Education program. The course is in category B.5., Social and Behavioral Ways of Knowing. Upon completion of this course, students will be able to demonstrate the following General Education Learning Outcomes:

- 1.7 Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

PSY 23500 COURSE GOALS

1. To gain knowledge about normative child development.
2. To understand the scientific research process as it applies to the study of child development.
3. To understand the implications of experiences in childhood, both inside and outside of the family.

COURSE STRUCTURE

This is an online course divided into five units. Each unit is followed by an exam covering the textbook chapters and the online lectures and videos associated with that unit. There is *no* comprehensive final.

There is a required textbook available for purchase or rental at the bookstore. All other material (lectures, videos and video clips as well as assigned readings) will be delivered online. In the online course site in Blackboard, besides the lectures and videos, students will be required to introduce themselves, to submit assignments, to take part in online discussions, and to take regular quizzes over the book. Exams will be delivered online.

REQUIREMENTS

1. **Introduction of Yourself Online:** Using the wiki tool in blackboard, prepare a page to introduce yourself to the class. Make sure you include a picture. Due September 2nd. (20 points)
2. **Chapter Quizzes:** There will be 15 chapter quizzes, based only on the textbook, worth 10 points each. You can take each quiz up to three times, although only one of those three scores will “count.” You will receive the highest score you earned on each chapter quiz, no matter when you took it (first, second, or third time). Furthermore, the three lowest-scoring chapter quizzes will be dropped. (120 points)
3. **Reading Reactions:** Submit reactions to assigned readings. The readings will also serve as source for online discussions. (30 points + 10 possible extra credit)
4. **Online Discussions:** Serve as a leader (10 points) and a participant (20 points) in online discussion forums. (Total: 30 points)
5. **Exams:** There will be five multiple choice exams each worth 50 points, based primarily on the text and lectures, with the possibility of some questions from videos. (250 points)

TOTAL POSSIBLE POINTS: 20 + 120 + 30 + 30 + 250 = 450 points

FINAL GRADES

Your final grade will be based on total points. Final grades will be assigned as follows:

A	405 - 450	(90% or better)
B	360 - 404	(80% - 89%)
C	315 - 359	(70% - 79%)
D	270- 314	(60% - 69%)
F	269 or less	(59% or less)

Plus and minus grades will be assigned to students who are near the top or bottom of the ranges.

INTRODUCTION OF YOURSELF (20 points)

Using the wiki tool set up for this purpose in BlackBoard, create an introduction of yourself to the rest of the class. Include at least one picture, and information such as the following:

- something about yourself and your background that you are willing to share (e.g., where you're from, your family, job, something unique about you)
- your major and career goals
- why you are taking child psychology
- what experiences you have had at IPFW (e.g., courses, extra curricular experiences, etc.)

This assignment is worth 20 points, and will be graded mainly on fulfilling the assignment – largely on length and detail. It doesn't need to be really long, but more than just a few sentence fragments. About 2/3 page would be fine. **This is due September 2nd** by midnight. After that date you can post a page if you wish, but you will not earn credit for it.

QUIZZES (120 points)

There will be 15 10-item multiple-choice chapter quizzes, based only on the textbook, worth 10 points each. You are expected to take the quizzes without consulting the book (or any other resources) during the quiz. Once you start a quiz, you will have seven minutes to complete it. If you exceed the time, Blackboard will submit the quiz whether you have answered all the questions or not, so keep an eye on the onscreen timer and work quickly.

It is strongly recommended that you read and study the chapter before you take the quiz, and that you take each quiz at least once early during the period when it is available. You will drop the lowest scoring three quizzes. If you miss a quiz, it will just become one of the dropped scores; thus you can miss three quizzes without penalty. If you miss more than three quizzes, you will not be able to earn the points for those quizzes.

You can take each quiz up to three times. I strongly recommend that you re-study the chapter between attempts. You will get the highest score for that quiz, regardless of when you took it (i.e., on the first, second, or third attempt). Each quiz's questions will be selected from a much larger pool of questions. Because of the large database of items, it is likely that there will be different combinations of questions for each version that you take, and all of the questions may be different, or some may overlap. You will be able to see the responses and the errors you make as soon as you complete the quiz, and they will always remain visible to you. Some items from quizzes will also be in the databases for the exams.

Quizzes will open at 6 a.m on the first day of the unit associated with that chapter, and remain available until midnight two days before the exam opens for that unit. All chapter quizzes for a unit will be open and available at the same time. Quizzes ***will not be reopened once the close date is reached.***

Unit	Chapters	Quiz Dates
1	1 & 2	8/22 - 9/12
2	3, 4, & 5	9/19 - 10/3
3	6, 7, 8, & 9	10/10 - 10/31
4	10, 11, & 12	11/7 - 11/21
5	13, 14, & 15	11/28 - 12/8

ASSIGNED READINGS

These articles can be found in Blackboard. You will be responsible for preparing and submitting written reactions to the readings. The readings will also serve as the topics for online discussions (explained below).

<i>Due Date</i>	<i>Article</i>
Aug. 29	<i>Genes in context.</i>
Sept. 6	<i>Preconception care for men.</i>
Sept. 12	<i>Prenatal origins of neurological development.</i>
Sept. 19	<i>Should you bring your unborn baby to work?</i>
Sep. 26	<i>Infant feeding and cognition.</i>
Oct. 3	<i>The praise paradox.</i>
Oct. 12	<i>Poverty, urbanicity, and academic skills.</i>
Oct. 17	<i>The deprived human brain.</i>
Oct. 24	<i>Closing the 30-million word gap.</i>
Oct. 31	<i>Baby talk to me</i>
Nov. 7	<i>Debating the impact of television.</i>
Nov. 14	<i>Lifelong impact of early self-control.</i>
Nov. 21	<i>The multiple dimensions of video game effects.</i>
Nov. 28	<i>Spanking and child development.</i>
Dec. 5	<i>Raising happy children who succeed in school.</i>

WRITTEN REACTIONS TO ASSIGNED READINGS (30 points plus up to 10 extra credit points)

You are required to submit short written assignments, based on the articles above, due on the due date associated with each article (usually on Mondays unless face-to-face classes aren't in session). There will be dropboxes in Blackboard for you to upload each assignment. Written reactions may be submitted early, but they will probably not be graded until after the due date.

Each written reaction is worth up to five points. Each should be a few paragraphs in length, not longer than half a page, single-spaced. A typed Word or pdf document with the written reaction should be uploaded to the associated dropbox. First, explain in a few sentences, what you think the main or most important point of the article is (worth up to 2 points). Second, make three additional points about the article or its topic (e.g., other things you found interesting, relations to other material in the course, examples of the issue(s) discussed in the article that you have seen, questions you have; 1 point each).

Since each written reaction is worth up to five points, turning in six full-credit written reactions (and there are 15 opportunities to submit written reactions) would earn the 30 points for this course requirement. You may also turn in two extra-credit written reactions to earn a possible 10 extra-credit points.

It is possible that your written reaction might not earn the full five points available (e.g., you miss the main point, you don't include three other points, your written reaction is too short or lacking in detail). If you earn less than five points, you may submit a replacement written reaction in an attempt to earn a better grade. Therefore, if you turn in more than eight written reactions (six regular plus two extra credit), I will count the eight highest-scoring ones.

ELECTRONIC DISCUSSIONS (30 points)

We will be using the Discussions feature in Blackboard to hold online discussions. I will monitor the forums and occasionally post my own topic, questions, replies, and comments.

A. Questions and Comments (no credit)

I will provide a discussion forum for questions and comments about course material or questions about requirements and assignments, and I will monitor it and reply on a regular basis. Think of this as being like raising your hand in class with a question. By posting these on a discussion forum, other students can see the question and the answer. If you have a private question, you can email me. Expect answers within 24 hours on weekdays and within 48 hours on the weekends.

B. Online Discussions (30 points)

These discussions are to be based on the assigned articles above. In addition to the reactions turned in directly to me, you will participate in online discussions (primarily with other students, but I will participate sometimes too). Each discussion (called a forum in Blackboard) will begin at 6 a.m. on the date the written article reaction is due to me (usually a Monday) and end at midnight the following Sunday. Each post is worth one point. Posts for each forum will be graded after it closes.

You will be assigned two roles for these discussions, leader and participant. You can earn up to 10 points across the semester in the leader role (but no more than 2 points for any one article, and no more than 5 points in a single unit (period between exams – there are five units in the course, each ending with an exam). You can earn up to 20 points in the participant role, but no more than 5 points in a single unit. These “rules” ensure that you will have to spread your leader role across at least five articles and two units, and your participant role across four units (and therefore, also at least four articles). You may participate in online discussion more than this, but you can only earn the stipulated number of points per article or per unit.

1. **Leader role:** In the leader role you will create a discussion thread in the form of a question. Ideally, your thread will be a few sentences of background from the article, followed by a discussion-type of question for you and fellow students to discuss. To earn credit in the leader role, your thread must consist of at least two sentences, the second being a discussion-stimulating question (not a simple matter of fact about the article, but rather something to reflect on and discuss). If you write a post that seems to be intended to fulfill the leader role, but I determine that it doesn't meet leader criteria, I will email you privately about it, and give it credit in the participant category instead of the leader category for that post. (Credit: up to 10 points)
2. **Participant role:** As a participant, you can respond to threads posted by others, or create threads of your own. Participant threads can be comments or questions about the article, but they don't need to follow the stipulations for leader threads. (Credit: up to 20 points)

EXAMS (250 points)

There will be five multiple choice exams, each worth 50 points, based primarily on the text and online lectures, with the possibility of some questions from films. Exams will be delivered online over a five-day period. Once you start the exam, you will have 45 minutes to complete it. You are on the honor system not to use your books and notes while taking the exam, or to share any information about the exam with fellow students. Items will be chosen from a larger pool, therefore not all students will necessarily have all of the same items. Exams will be accessible from 6 a.m. on the starting date until midnight on the ending date. The dates are below:

- Exam 1: September 14th through September 18th
- Exam 2: October 5th through October 9th
- Exam 3: November 2nd through November 6th
- Exam 4: November 22nd through November 27th (six-day window)
- Exam 5: December 10th through December 14th

MISSING AND MAKEUP EXAMS

Students may choose to retake one of the earlier exams (1 - 4) late in the semester (see dates below). If a student misses an exam during the period during which it's available, the student can take the exam during the retake period. Students may only retake one exam or make up one missing exam. If you have a **serious** illness or other emergency requiring you to miss a second exam's window, you should contact me to discuss your personal circumstances. I expect such circumstances to be very rare.

The retaken exam will be similar but not identical to the original exam for that unit. If the later score is higher, that will be the score used; if the later score is lower, the score used will be an average of the two exam scores. Makeup and retake exams will be also taken inside Blackboard. You will be permitted to retake the exam only once, and it will be available inside Blackboard between 6 a.m. December 7th and midnight December 14th. I will need to be informed by email by December 5th if you are going to be taking a makeup or retake, and for which exam.

COURSE OUTLINE

<i>Week of (Monday's date)</i>	<i>Topic</i>	<i>Chapter</i>
Aug. 22	Introduction	1
Aug. 29	Methods & Themes	1
Sept. 5, 12	Heredity	2
Sept. 14 through Sept. 18¹	--EXAM I--	
Sept. 19	Prenatal development	3
Sept. 26	Physical Development	5 ²
Oct. 3	Infancy and Learning	4
Oct. 5 through Oct. 9	--EXAM II--	
Oct. 10	Piaget	6
Oct. 17	Information Processing	7
Oct. 24 ³	Intelligence	8
Oct. 31	Language	9
Nov. 2 though Nov. 6	--EXAM III--	
Nov. 7, 14	Emotional Development and Attachment	10
Read on own	The Self	11
Nov. 21	Gender Development	12
Nov. 22⁴ through Nov. 27	--EXAM IV--	
Nov. 28	Aggression & Moral Development	13
Dec. 5	Family & School	14
Read on own	Peers	15
Dec. 10 through Dec. 14	--EXAM V--	

¹The exam will open at 6 a.m. on the first date in the range, and close at midnight on the last date.

²Note the reversal of the chapter order.

³October 28 is the last day to withdraw.

⁴This exam is open an extra day because of Thanksgiving.