Instructor: Dr. Darbi Haynes-Lawrence
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Academic Complex, 410A
270-745-2525
Office Hours: By Appointment

Western Kentucky University Information Number: 745-4845 (School closing information due to weather)

Textbooks and Readings:
Course pack of readings, available at WKU bookstore.

Recommended Texts:
A recent child development text to refer to content.

Email Etiquette:
Since email is a popular form of communication, it is important that respect and manners be demonstrated through email messages. These things should be part of an email to professors at WKU:
* A greeting (Dear Dr., Etc.)
* (A) Clearly written paragraph(s) indicating the question or concern you have
* End the message (thanks, have a great day, best wishes, etc.)
* Be sure and type your name at the end!!

Emails that display hostile attitude, those that are inappropriate or those that contain rude messages will be returned to the student with no answer. Please be respectful of your colleagues and professors. In this class, you are looked upon by the instructor as both professionals and colleagues; respect will be given to you and is expected in return.

Course Description:
Analysis of current theories and research relevant to the development of social perceptual-cognitive, and physical-physiological processes in children.

Course Objectives:
1. Read, summarize, synthesize, analyze, and critique published research articles on selected aspects of child development.
2. Become competent consumers of published research
3. Demonstrate proficiency in discussing research data and conclusions, both orally and in written form.
4. Develop appropriate strategies for formulating and answering research questions on specific topics
5. Practice generating real-life implications from research findings for planning interventions
6. Successfully develop concrete plans for putting research into practice

Instructor’s Responsibilities
I am here to help you learn. I will be prepared for each class and will provide you with enthusiastic instruction. I will be fair with you and will be as clear as I can about my expectations concerning course requirements. I approach my teaching from the perspective that every student already has some knowledge from his or her own experience, is willing and open to furthering that learning, and is responsible for their learning. I respect your knowledge and I expect to learn from you.

If there are things that trouble you about the course (for example, if something is confusing, if you feel stuck, if your expectations are not being met, or if there is something bothering you about the course), I will provide an opportunity for you to present your issues in class or in private. I will listen to you when you tell me about it, and respectfully consider your opinion. I will respond to your comments or questions. Although I welcome feedback from you at any time, I will nonetheless provide an opportunity for you to evaluate anonymously both my teaching and this course.

Course Policies
1. It is in the best interest of the student to attend all classes; therefore students are expected to attend all classes. If an absence is unavoidable, (a) students are expected to contact the instructor, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed information and materials.
2. Students are responsible for all assigned readings and are expected to actively participate in class discussions based on information from the readings and experiences in the field.
3. Course announcements will be made via electronic mail. Students are required to have an operational WKU email address and to check email frequently for information pertaining to the class. Email accounts other than a WKU email address cannot be used.
4. The course schedule, topics, and procedures are subject to change as deemed necessary by the instructor or in the case of extenuating circumstances.
5. Late assignments will result in a reduction of 5 points per day late. Make-up quizzes will not be given.
6. It is expected that all written assignments will conform to standards of documentation, organization, mechanics, and spelling. Assignments not meeting these standards will result in a lower grade.
7. Late assignments (including discussion boards) will result in 5 point loss per day late, including weekends.
8. Email must be checked daily.
9. When uploading an assignment, name your file in the following manner: your last name, Week X, Reflection (assignment name) or Article 3 Review. A named file should look like this—Haynes-Lawrence Article 1 Review. This will help me keep track of which assignments you have sent.
10. Never email an assignment to me!

Course Requirements and Assignments

A. Policy on late assignments:
Each day an assignment is late, 5 points will be removed from the grade of the assignment.
B. All assignments with multiple pages must be stapled together.
The instructor has the right to refuse accepting the assignment of the pages are not stapled together. This is due to the possibility that pages not stapled together could be lost. It is the student’s responsibility to ensure assignments are stapled together.

C. If you are sliding an assignment, either late or on-time, under my office door…
The assignment must be in a manila envelope (the 8 x 11 size brownish colored envelopes) and the pages must be stapled together. Again, this is to ensure that pages are not lost while sliding them under the office door. It is the student’s responsibility to ensure assignments are turned in on time, are complete, and the pages stapled together.

DISABILITY ACCOMMODATIONS: Student Disability Services
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. 270-745-5004

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

PLAGIARISM POLICY: Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. Students who commit any act of academic dishonesty may receive from the instructor a failing grade. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanction. Plagiarism will not be accepted in this class. For further information on plagiarism, acts of dishonesty and cheating, please see page 25 of the WKU undergraduate catalog.

University scheduled breaks:
Spring Break: March 9-13
Finals week: May 11-15

Other Information:
If you have any questions or concerns, please email me and set up an appointment to talk or visit me during office hours. I am frequently available and very willing to help students do their best in this class as well as at WKU. Email is the best way to get in touch with me. It is imperative students not procrastinate in completing assignments the night before they are due, as I will not be available to answer any questions by email.

Grading Policy:
90-100% = A  80-89% = B  70-79% = C  60-69% = D  59 and below = F

Reading List
- I am a voracious reader and apparently, when creating the reading list, expected you to be voracious readers as well. These articles and chapters are what I call “meaty-sink-your-teeth-into-interesting-research.” My family and I all read extensively, even though we are an extremely busy family. However, you may have much busier and larger families than me. (although I bet I could give you a run for your money!! 😊).
- In order to compensate for the (what may seem to be to you) enormous reading list, and to compensate for the purchasing of this course pack, this is what we are going to do. (It
will benefit you in the long run by saving you searching time and article retrieval from the library).

1. You have the ‘Evaluating research in academic journals’ book to read. It is an easy read (seriously, I’m not kidding here) and needs to be done in order for you to write the article reviews (see below). I have this in the course calendar to be read first for a number of reasons.
   a. It will give the entire class time to get in touch with their partners and choose their articles for the Discussion Board Creation Teams (DBCT see below).
   b. It will then allow you to choose your articles (see DBCT below for more) and get your information to me in a timely manner (article choices are due by Sunday, February 8th. Articles are first come first serve, so hustle!).
   c. Your DBCT team list can be found on blackboard (these teams may change if enrollment grows or decreases).
   d. How will I be able to tell if you’ve done the readings? I won’t; let’s just be honest here. At least I won’t until I see the quality of the reviews. This is a grad class, and I’m not going to follow you around making sure the work has been done.

2. The reading list is broken into categories – Prenatal/Infant, Toddler and Preschool. Under the first two categories, there are 7 articles/chapters to choose from. Under Preschool, there are only 5.
   a. Each DBCT team will choose an article from two categories.
      i. How do you know which category to choose from? Check out the team list on blackboard. It has the student team members and the category name.
      ii. The course calendar has the weeks you are “on”. The week you are “on” is the week your class members will read the article/chapter you have chosen.
   b. I am my own team. See assignments folder #3 (under assignments tab, in blackboard) for my reading choice.
   c. Once you see your team and category, you need to:
      i. With your team member, select the articles you are going to read (one article per category).
      ii. Claim them on blackboard, making sure nobody else has claimed the article already. (see the discussion board for the appropriate area)
      iii. Then, with your team members (and following the instructions under DBCT) you need to create a discussion board question in reference to your article.
   d. After you let me know the article/chapter, I will update the course calendar/reading list and post it on blackboard.
   e. **Read the DBCT on what to do with the discussion board questions.**
   f. As always, email questions or post them under the “Parking Lot” in blackboard.

**Discussion board and Discussion Board Creation Teams (8pts)**
You have been assigned in teams. Your team will choose the reading from the list provided in the front of the course pack, then create the discussion board question for the week.

This will happen twice during the semester!!!

- The DBCT (db creation team) will choose the article for the class to read.
- The DBCT (db creation team) will earn up to 8 points per discussion board question written.
- The DBCT do not have to respond that week, but are required to ‘guide’ their peers in the answering. Therefore, in the event the responders aren’t answering well, the DBCT will need to provide guidance. I will also provide guidance.
- DBCT will be graded by me as well as the peers in that specific group. The DBCT RUBRIC is found at the end of the syllabus. A copy of it can also be found on the assignments page.
  - This rubric is to be completed by each team member (ex. Alfie is in a group of three consisting of herself, Beatrice and Connie. Alfie will complete a DBCT rubric about her experience with Beatrice and Connie)
  - The DBCT rubric is due the Sunday your team’s work is complete.
  - Example, if you are Team one and your week ends on Sunday, Feb 22nd, your DBCT rubric is due Sunday, Feb 22nd by 5pm to me.
  - Email this document to me.
  - This document, if late, will result in 5 points off per day late.
  - This document is worth 8 points total.
- I will grade the responses from classmates using the rubric at the bottom of the syllabus.
- In regards to the questions created by the DBCT for the week
  - They need to relate to the readings for that week.
  - So – they could focus on the topic of the chapters/articles for that week but must be written in an open-ended style (no yes/no questions allowed).
  - The questions could be an extension of the readings…
  - Be creative! You could apply your readings, write a scenario where students need to apply their readings to the answer, but may also apply other research from other classes, etc.
  - I will guide you!!! I’m happy to help you!!! We are all experts in this class and brainstorming is a fabulous way to learn!
  - Lastly, I am hoping this is fun experience for all of us! (as fun as an online class can be! 😊)
- The DBCT team MUST submit their discussion board question to me the Wednesday before their scheduled posting. For example, I post everything on Thursdays. Then the students have Thursday, Friday, Saturday, Sunday, Monday, T, W, R, Fri, Sat, Sunday (until 5 pm – all work is due by 5 pm Sunday) to do the work.
  - For example, if your team is “on” for week 4, (Week of February 16th) I will have everything posted for the class by Thursday February 12th. Therefore, your DB question is due by Wednesday, February 11th by 5pm.
  - This question needs to have been EMAILED and APPROVED prior to this deadline!!!!

Responses to discussion boards are due Sundays by 5pm.
**Posting to the Discussion Board (DB) Questions**

You are required to post at least twice each week. Take time to read what your classmates write in the forums. This will help you get a broader view of the class material and how others view that material. You may add to any of the forums that are posted. The forums will also be set up so that you may download materials for your classmates to review. If you find a great website on the materials covered in class, share it with the class. Or if you find a good article concerning the material share that with the class. Courtesy and respect are required when writing in the discussion forum, or responding to a peer.

Part of your grade for this class will come from your participation in the Discussion Forum. **Spelling and grammar are important concerns when posting to the discussion boards.** Although I monitor the Discussion Board, I will not post to the forum unless I see an area of concern.

The postings should demonstrate thought and application of materials read and should be respectful to peers. A response such as, “I agree with Suzy on …” is not acceptable. 8 points per discussion question are earned if the criteria on the rubric are met (less if the criteria are not met). I will monitor the discussion board, but will not post any messages unless I see a problem area or incorrect information being discussed. I will track each students posting, as well as the content of the posting.

**DISCUSSION BOARD responses are due at the same time as the assignments. Late discussion board responses will result in 0 points. Disrespectful postings will also result in a 0.**

The following “DISCUSSION BOARD RUBRIC” will be used when grading discussion board responses:

**Discussion Rubric for Comments/Questions**

Each discussion post is graded according to the following rubric.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The comment is accurate, original, relevant, teaches us something new, and is well written. Four point comments add substantial teaching presence and stimulates additional thought about the issue under discussion.</td>
</tr>
<tr>
<td>6</td>
<td>The comment lacks at least one of the above qualities, but is above average in quality. A three point comment makes a significant contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>4</td>
<td>The comment lacks two of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category.</td>
</tr>
<tr>
<td>2</td>
<td>The comment presents little or no new information. However, one point comments may provide important social presence and contribute to a collegial atmosphere. The comment adds no value to the discussion.</td>
</tr>
<tr>
<td>0</td>
<td>The comment adds no value to the discussion.</td>
</tr>
</tbody>
</table>
Quizzes

- When a quiz is provided in the chapter folder, it is an online quiz.
- Quizzes are multiple choice or True/False or essay
- No make up quizzes are allowed for any reason. Therefore, it is in the best interest of the student that he/she work at a computer that functions well, and that has constant internet service.
- Prior to taking a quiz, make sure that friends, family, pets, etc., know not to disturb you (see above).
- Quizzes will be timed.
- Unless otherwise indicated, quizzes are worth 10 points.

Literature Review/Paper—Topic Due By Feb 15th; Paper due May 9th by 5pm.
(100 points total)

The final product for this class is a literature review. This class will examine many aspects of child development as possible (due to time restraints). Child development encompasses a vast amount of issues – from prenatal to death – not just one time period (such as birth to three years of age). Many students who take this class are interested in a variety of issues surrounding child development. These could be topics such as day care (pros and cons), behavior management, parenting (a wealth of research here!) disability, curriculum (play based vs. Montessori, for example) counseling, etc.

**Students must claim/have approved their research topic by February 15th. Failure to have your topic claimed/approved by this date will result in a 5 point per day deduction from the overall research paper grade. Submitting a research paper without an approved topic will result in an 0 on the paper. The topics must be claimed using the discussion board area on blackboard. Do not email your topic to me – post is on blackboard so a date and time will be stamped on it, in order to make the claiming process fair.**

For this assignment, each student will choose a topic that focuses on child development in some aspect. You will be required to write a paper on your topic and it must include the following:

- **Cover page;** which is to contain the title, your name, this class name and number, running head, and page numbers
- **Abstract;** of no more than 100 words. This is to be a tightly written encapsulation of the paper. If you have not written an abstract, *look at scholarly journals for examples*.
- **Introduction;** in which the focus of the paper is identified and described, the particular questions that are to be addressed are laid out, and an overview of the paper is presented.
- **Review of the literature;** This is to be a paper that emphasizes application of research material. The review of the literature should include critiques of the strengths and weaknesses of the literature reviewed as well as content drawn from each source. Remember to cite your sources as you use them in your paper. Use APA style. **If you are unfamiliar with APA style, contact your library, writing center, or an APA Manual for help.**
- **Conclusion;** this should include a summary of the paper, the conclusions you have drawn from what you have learned and any implications of your paper.
• **Reference list:** This list is to be in APA style *(5th edition)* *(a copy of the stylebook of the American Psychological Association – APA – is in the library, available for purchase at the bookstore, and include all of the sources referenced in the body of the paper). **DO NOT PLAGIARIZE THIS ASSIGNMENT.**

• The number of resources is expected to reflect a detailed examination of some aspect of parenting, resulting in a manuscript of standard journal *(not a magazine)* length *(i.e. not to exceed 22 pages, exclusive of references, no less than 15 pages, exclusive of references).*
  - 10 or more references is appropriate.
  - Minimum 15 pages of type *a 15 page paper would be 15 pages of text. The cover page would be 1 page, the abstract 1 page, and references 2-4 pages; thus, a total of 19 pages.
  - Books and websites are not allowed as references *(this includes Wikpedia)*
  - **ONLY RESEARCH JOURNALS ARE ALLOWED AS REFERENCES.**

• Do not alter the margins of the paper *(width or length).* Type in 12 point font, using Times New Roman. Double space the paper *(no more, no less)*.

• **NO EXCEPTIONS! The paper is worth 100 points.**

• **Due This paper is due to the assignments folder by May 9th, 5pm.**
  - Claim your topic by February 15th. One topic per person – first come first serve.

**Article Reviews**

• **20 points each/ 60 points total (see worksheet on blackboard under assignments tab for help)**
  - **Three** article reviews are due throughout the semester.
  - Due dates are
    - Sunday 2-23 by 5pm
    - Sunday 4-5 by 5pm
    - Sunday 5-3 by 5pm

  - These are 2-5 page reviews of research articles.
  - A worksheet to use to make notes while you read the articles can be found at the bottom of the syllabus as well as on blackboard.
  - The rubric I will use to grade the reviews is at the end of the syllabus.
  - Students may choose their research articles *(clear them with me first).*
  - You can either choose an article from the remaining articles in the reading list *(read – those that were not chosen by the teams), or choose an article yourself from the library.*
  - The articles MUST be from a research journal *(absolutely NO webpages, magazines or newspapers, etc. are allowed).*
  - Since developmental domains are inter-related and inter-dependent, the article chosen must focus on the developmental level of the group being studied *(1) Prenatal (before birth), Perinatal (five months before and one month after birth), and Neonatal (first month of life) and Infancy, (2) Toddlers and (3) Preschoolers).*
  - Since we will be reading about parenting and child development, that is also a suitable topic for an article review.
  - One article is a total freebie – the reference for it is in the reading list. I had it removed in order to decrease the cost of the course pack. Feel free to use it as one of your three
– it would fall under the Toddler group. It is the Laplante et al. article. You will need to get it from the library.

- One of the three MUST be a qualitative only research article. (I can help you find some, if you need help).

Course Calendar (see course calendar on blackboard)
Reading list CFS 577

**Not all reading assignments are found in the course pack. Those not found in the course pack will be found in the supplemental texts.**

**Prenatal & Infant**


**Toddler**

cognitive development in low-income families: Implications for practitioners.

*Infants and Young Children, 16*(2), 175-181.


**Preschool**


DBCT Rubric

This rubric is used for the team that is hosting the discussion board.

The question: 6 points (graded by Dr. Darbi)
More points may be deducted at the instructor’s discretion for lack of team-work in developing the discussion board postings.

6– Discussion board question was interesting and pertinent. It was evident the team read their chosen article. The question encouraged students to think in complex ways and to apply their knowledge and skills. Team (and/or members) fostered critical thinking of question as well as the responses by replying to students in the class for more detailed information, assistance and encouragement. Team (and/or members) provided guidance to their peers.

4- Discussion board question lacks at least one of the above qualities, but is average otherwise. Points in question:

2- Discussion board question lacks at least two of the above qualities. Questions not written in an open-ended format would fall under this category. Team (or members) are not providing guidance to their peers. Other:

0- The question is not acceptable. Team members submitted the question late or not at all. Team members did not work together (along with the instructor) to develop a discussion board posting that promotes critical thinking. Other:

The Team: 2 points (Graded by each team member)
Team members will send an email to Dr. Darbi at the end of their ‘week’ (Sunday by 5 p.m.) scoring their team members on the following questions. This space is not intended to be used as a disrespectful outlet towards your team members or your professor. Please be polite in your responses. Responses that are unnecessarily rude or inappropriate will result in a 0 of the overall grade.)

1. My team members were.
   Team Member 1 Name:
   Team Member 2 Name:
   Team Member 3 Name:

In this space, describe the process your team used to develop the discussion board questions. What problems did you have? In what areas do you need assistance? Describe any other information you feel is necessary in terms of ‘scoring’ your teammates work.

Grade you feel each team member earned:
Team member one:
Team member two:
Team member three:

(The final grade is given per Dr. Darbi’s discretion).
Worksheet for Articles

This process should be followed for each article you read. Use these questions for discussion and written reports.

1. Does the title describe the study well?

2. Is the abstract one that gives you a good summary?

3. What were the purposes and underlying rationale for the study?

4. What were the primary hypotheses?

5. What were the methods used for testing hypotheses?

6. What were the primary findings?

7. Any surprises from the conclusions compared to your expectations?

8. What do you see as Implications and applications of this study for IECE?

9. What questions do you have after reading the article?

Other Comments or Thoughts:

This process should be followed for each article you read. Use these questions for discussion and written reports.

CFS 577 Evaluation of Articles Rubric
20 points

Student Name:

Areas:

Article was cleared: 5 pts  Yes  No

Content 10 points
1. The bulk of the evaluation includes the response to the 9 topics on the worksheet. These 9 topics are:
   a. Does the title describe the study well?
   b. Is the abstract one that gives you a good summary?
   c. What were the purposes and underlying rationale for the study?
   d. What were the primary hypotheses?
   e. What were the methods used for testing hypotheses?
   f. What were the primary findings?
   g. Any surprises from the conclusions compared to your expectations?
   h. What do you see as implications and applications of this study for IECE?
   i. What questions do you have after reading the article?

Writing Style/Organization/ Mechanics-Format 5 points
1. Logical organization (including acceptable sentence and paragraph structure, & effective use of transitions)

2. Clearly elaborated detail

3. APA style was used correctly

4. Double spaced, word – processed

5. Correct spelling, correct punctuation, correct grammar

6. Proofread

Other: