COURSE SYLLABUS

Psychology 521-001 Advanced Child Psychology Fall 2013

Class meets: 11:10 AM-12:30 PM, TTH in 3003 Ransdell Hall

Professor: Elizabeth Lemerise, Ph.D. Office: 3026 Ransdell Hall

Telephone: 745-4390 E-mail: elizabeth.lemerise@wku.edu

Office hours: 1:30-2:30 PM W; 8:00-10:30AM TTH or by appointment

Required Reading


2. **Readings** (*indicates reading is available as full text from WKU Library databases; for others pdf will be emailed to class):


**Recommended reading**


**Attendance and Lateness Policy**

Class attendance is mandatory. Your grade may suffer from excessive absences. **You are expected to be ready to begin class on time.** Not only does lateness place you at a disadvantage in terms of hearing important announcements and understanding the lecture, lateness also is rude and inconsiderate to both your fellow classmates and the instructor.

**Summary of Course Requirements**

<table>
<thead>
<tr>
<th>Points</th>
<th>Material covered</th>
<th>Date due in class*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 100</td>
<td>Ch. 1-5; readings a-d</td>
<td>10/1</td>
</tr>
<tr>
<td>Exam #2 100</td>
<td>Ch. 6-10; readings e-h</td>
<td>11/5</td>
</tr>
<tr>
<td>Exam #3 100</td>
<td>Ch. 11-16; readings i-n</td>
<td>12/11 by 1:00PM</td>
</tr>
<tr>
<td>Paper #1 100</td>
<td>Morelli, Pascalis, or Callaghan</td>
<td>9/5, 9/26 or 10/15</td>
</tr>
<tr>
<td>Paper #2 100</td>
<td>Calkins, van den Boom, or Lease</td>
<td>10/31, 11/7, or 11/21</td>
</tr>
<tr>
<td>Discussion?s 100</td>
<td>10 reading assignments from 8/29-12/3</td>
<td>due in class on 1st date of reading assignment</td>
</tr>
<tr>
<td>Participation 100</td>
<td>all materials</td>
<td>Every class meeting</td>
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</table>

*Paper due dates are set in stone; late papers are penalized.

**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, Room A-200, Downing University Center. The OFSDS telephone number is (270) 745-5004. Please DO NOT request accommodations from the professor without a letter from the Office for Student Disability Services.**

**Course Description**

Advanced Child Psychology is the study of growth and change between conception and adolescence; our emphasis will be on normal development. The beginning of the course will focus on methodology and major themes in child psychology. These will be the conceptual tools that you will apply as we study the various content areas. The course is organized topically so that you will have an idea of the very diverse areas in which child psychologists specialize. Three major goals that will be emphasized are: 1) an appreciation of how research is formulated, carried out, and evaluated; 2) critical appreciation of primary sources in child psychology, and 3) the application of knowledge gained from the course to real world situations. By the end of the semester, you should understand the major issues in the field of child psychology and think critically about primary sources in the field of child psychology as well as issues in the field that have relevance to everyday situations (educating, parenting, babysitting) with children. The course will consist of lectures and
In this class, students are given primary responsibility for determining lecture and discussion topics. Students are expected to read assignments before coming to class, so they can: 1) give input as to what issues/topic they wish the instructor to explain and/or give lectures on; and 2) generate questions/issues for class debates and/or discussions. You will be graded on this responsibility via the required discussion questions and class participation. Students are expected to be active in letting the instructor know what aspects of the material require further explanation. Questions during class are encouraged!

Description of Course Requirements

1. Exams. Three take home exams will be given; each is worth 100 points, for a total of 300 points for the three exams. See Course Schedule for exam due dates and assigned readings. Exam questions will be distributed in class at least one week prior to exam due dates. Exams are to be typed, double-spaced with one inch margins (right, left, top, bottom); strict page limitations will be enforced. You are expected to work independently on the take home exams.

2. Papers 1 and 2. You are required to write two papers based on two of the assigned articles (see which articles are eligible for this requirement below). Each paper is worth 100 points, for a total of 200 points for both papers. You must do the first of these two papers on the Morelli et al. (1992) article, the Pascalis et al. (2005) article, OR the Callaghan et al. (2005) article. If you do not turn in a paper on time for one of these three articles, you will receive a grade of zero for Paper 1. For Paper 2, you may do any of the articles, but it must be handed in on the due date for the article in question. In other words, once the due date for an article has passed, you may no longer hand in a paper for that article. Each paper will include a summary of the article chosen (1 - 1.5 pages) and a critical analysis (3 -5 pages). Specific information about how to read the articles and how to write the papers is in the handout APsychology 521: On Reading Journal Articles and Writing a Summary and Critical Analysis. All articles will be discussed in class, and the paper due dates occur after the class discussion. Listed below are the articles that you may write papers on and the due dates for the paper based on each article:


3. **Discussion Questions** (100 points; 10 points per reading assignment): There are 16 reading assignments between 8/29 and 12/3. You are required to submit discussion questions for 10 of these assignments (each is worth 10 points). Discussion questions are due in class on the 1st date indicated on the syllabus for that reading assignment. Discussion questions will be assessed for evidence of thoughtful consideration of assigned readings. At least 3 discussion questions are expected when the reading is a text chapter only. When there is also an article, at least 4 questions are expected. Superficial and trivial discussion questions will not receive full credit.

4. **Class Participation**: Your active contribution to the class is worth 100 points. To receive the full 100 points, students must read the material and contribute to thoughtful discussion on the topics covered. Attending class and saying nothing is not considered participation. Excessive absences will hurt your class participation grade because it is not possible to actively contribute when you are not present.

5. **Grading Scale**:

- A = 630 – 700 points
- B = 560 - 629 points
- C = 490 - 559 points
- D = 420 – 489 points
- F < 420 points

**Guidelines for Writing Your Papers**

1. **Form**: each paper should be typed in black ink, double-spaced. Top, bottom, left and right margins should be one inch. Pages should be numbered. Instructions specific to the format of the paper can be found in the handout, "Psychology 521: On Reading Journal Articles and Writing a Summary and Critical Analysis."

2. **Length**: each paper will be approximately 4-7 pages, not including title page or references.

3. **Plagiarism**: Whether copying word for word (and using quotation marks) or rephrasing someone else's ideas in your own words, you must cite your source, both in the body of the paper and in a list of references at the end of the paper. All papers will list the textbook (Siegler, DeLoache & Eisenberg, 2011) and the article reviewed as references. Some students may wish to consult some other references; these should be cited, where appropriate, in the body of the paper and listed in a reference list at the end of the paper. **Students who cite references other than Siegler et al. (2011) and the article reviewed must attach xerox copies of these additional references.** The required method for doing citations and references is the one devised by the American Psychological Association (APA style). Your textbook uses this method. All references are listed in a reference list at the end of the paper. In the body of the paper, when you wish to refer to a source simply use this form: (authors' last name(s), year of publication). For multiple (3 or more) authors, all authors must be listed in the first citation in the body of the paper; for subsequent citations, use this form: (first author's last name, et al., date of publication). When you quote a source directly (word for word), you must place quotation marks around the material and add page numbers to the citation (author(s), date, p. #). Please refer to the handout "Psychology 521: On Reading Journal Articles and Writing a Summary and Critical Analysis" and to the APA Publication Manual on reserve in Helm Library for more information about citing sources and the proper formats for the different types of sources on your reference list. **FAILURE TO CITE YOUR SOURCES IS A SERIOUS OFFENSE; PAPERS THAT ARE PLAGIARIZED WILL RECEIVE A GRADE OF 0.** If you have any questions about how to cite your sources, consult the APA Publication manual or see the instructor.
4. **Style**: The paper should be written in APA style. Consult the handout "Psychology 521: On Reading Journal Articles and Writing a Summary and Critical Analysis" and the APA Publication Manual. You should write for a reader who has no expertise in child psychology. All technical terms must be defined and explained. **Avoid the use of first person** (e.g., "I" or "my", etc.).

5. **What should be in the Paper?**

a) **Title page**: There will be 4 double-spaced lines: Line 1: title of your paper, Line 2: your name, Line 3: Department of Psychology, Line 4: Western Kentucky University (1 point) B DO NOT NUMBER THESE LINES!

b) **Article summary**: a summary of the reviewed article (1-1.5 pages, see instructions in hand out) (14 points)

c) **Critical analysis**: a critical analysis of the reviewed article (3-5 pages, see instructions in hand out) (45 points)

d) **References**: cite sources in the paper in APA style and provide an alphabetical list of references in APA style. **Copies of sources other than the reviewed article and Siegler et al. (2011) must be attached**. (10 points)

e) The rest of the points in the paper will be for

   - integration with textbook and course materials (10 points)
   - spelling (5 points)
   - grammar (5 points)
   - clarity of writing (10 points)

f) **Late papers**: Papers handed in after the class period of the due date are considered late. Papers handed in within 24 hours of the class period of the due date will have 20 points deducted. Papers handed in after this 24 hour period will receive a zero. **Note**: Papers that do not follow the directions in the handout and the directions on this syllabus will lose substantial points.

6. **Help**: If writing papers intimidates you, here are some suggestions. Use the word processing software on campus networked computers. **Start early and get help**. The fastest way to get feedback on your writing is to e-mail me. Go ahead and send me what you are working on via e-mail and I can answer questions and give you feedback. Let me know what you need; if you give yourself enough lead time, you can improve your writing.

7. **Financial tip**: don't waste your money on fancy report covers because I hate report covers. Make a cover page as described in the APA Publication Manual; it's better for the environment!

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**Course Schedule: Psychology 521-001  Advanced Child Psychology  Fall 2013**

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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading assignment</th>
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</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Course requirements, introduction &amp; themes</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>8/29</td>
<td>Research methods and designs</td>
<td>Morelli et al.; Ch. 1</td>
</tr>
<tr>
<td>9/3</td>
<td>Prenatal development; the newborn</td>
<td>Ch. 2; Werner</td>
</tr>
<tr>
<td>9/5</td>
<td>Morelli paper due</td>
<td></td>
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9/5-9/10 Biology and behavior Ch. 3; Caspi et al.
9/12 Theories of cognitive development Ch. 4
9/17-9/19 Seeing, thinking and doing in infancy Ch. 5; Pascalis et al.
9/26 Pascalis paper due
9/24-9/26 Development of language and symbol use Ch. 6; DeLoache et al.
10/1 Take home exam #1 due in class
10/1-10/8 Conceptual development Ch. 7; Callaghan et al.
10/10-10/15 Intelligence and academic achievement Ch. 8; Stevenson et al.; Stigler & Stevenson
10/15 Callaghan et al. paper due
10/17 Theories of social development Ch. 9
10/22-10/24 Emotional development Ch. 10; Domitrovich et al.
10/31 Domitrovich et al paper due
10/29-10/31 Attachment to others & development of self Ch. 11; van den Boom
11/5 Take home exam #2 due
11/5-11/7 The family Ch. 12, Durrant et al.
11/7 van den Boom paper due
11/12-11/14 Peer relationships Ch. 13; Lease et al.
11/21 Lease paper due
11/19-11/21 Moral development Ch. 14; Pepler et al.
11/26-12/3 Gender development Ch. 15; Crowley et al.
12/5 Conclusions Ch. 16
12/11 Take home exam #3 due by 1:00 PM