

# PSYC 2103 – Human Development

Spring 2018

T/TR: 12:00pm – 1:15 pm, Building Name, Room #

**Instructor:** Sidni (Vaughn) Justus, M.S.

**Office:** Bldg., Rm. #

**Email:** sidnijustus@gatech.edu

**Office Hours:** T, TR: 11:00am-12:00pm in Bldg., Rm. #

W: 11:00am-12:00pm in Bldg., Rm. #

\*or by appointment

**TA:** NAME

**Office:** F: 3:00pm-4:00pm

**Email:** TA EMAIL

**Office Hours:** Bldg., Rm. #

## Course Overview

**Description:** This course provides an overview of the theories, methods, and phenomena of child psychology, and examines the implications of this information for enhancing child development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to adolescence, are considered. The approach to these topics is scientific, with an emphasis on recent research findings in developmental psychology. A number of themes guide the integration of the material. These themes, which are emphasized throughout the textbook, are: 1) the interaction between biology and environment throughout development; 2) the ways in which children affect their own development; 3) the continuity and discontinuity of development; 4) the mechanisms that underlie developmental change; 5) the impact of the sociocultural context of development; 6) individual differences in development; and 7) the use of research findings to promote children's welfare.

### Course Objectives:

- To examine age-related changes in children's physical characteristics, social behaviors, and cognition
- To explore alternative explanations for these changes
- To develop skills in reading, evaluating, and synthesizing research in child psychology
- To consider applications of child development research to contexts such as parenting, education, and the development of learning materials.
- To become better consumers and communicators of scientific information

**Required Textbook:** *How Children Develop, 5<sup>th</sup> edition, LaunchPad*

**Authors:** Robert S. Siegler, Jenny Saffran, Nancy Eisenberg, Judy S. DeLoache, Elizabeth Gershoff, Campbell Leaper

**Publisher:** MacMillan/Worth Publishers

**ISBN10:** 1-319-01423-2

**ISBN13:** 978-1-319-01423-0

\*Please note that this is the latest edition (5<sup>th</sup>) of the textbook.

Launchpad is the publisher's program that includes an E-book version of the textbook and also self-quizzing. This is not required but completing Launchpad self-quizzes are one of the extra credit options.

**Course Website:** <http://canvas.gatech.edu>

Materials for the course will be posted on Canvas. Powerpoint lectures will be uploaded prior to each lecture.

## GRADING SCHEME

**Assessments (300 points):** I will administer 3 exams, each worth 100 points, throughout the semester. Exams are NOT cumulative and will occur during the semester. The third exam will be given during the final exam time slot. This means:

**Note:** NO makeup exams will be given without prior arrangements and/or a GT-approved absence and the necessary documentation.

Each of the exams will consist of multiple choice and/or fill-in-the-blank questions, and possibly short answer questions. Exam questions will come from readings, in-class activities, and online course work (including lectures, videos, discussions, demonstrations, etc.). Exams will always be passed out at the beginning of class. However, any student who shows up after the first person has turned in their exam will NOT be allowed to take the exam. Because there is no way for you to gauge how long it will take someone to complete any given exam, you are strongly encouraged to be on time. Please bring your Buzzcard or some other form of picture identification (e.g., driver's license) with you to each exam as you will be asked to present it when turning in your exam.

**In-Class Quizzes (50 points):** Throughout the semester, there will be a series of unannounced in-class quizzes. Quizzes can be administered at any point throughout the lecture (beginning of class, middle, or end) and will be embedded into that day's lecture presentation. Quizzes will cover previously learned material. This should encourage you to come to class on time, participate, and turn in your in-class work. I cannot predict how many quizzes there will be, but one quiz will be dropped from your score for an unexcused absence. For those who do not miss a class, your lowest quiz score will be dropped. These quizzes are open book, open notes, and collaborative. They are graded simply as achieving at least 50% of the questions correct. Quizzes cannot be made up without a GT approved absence. It is YOUR responsibility to be on-time for class and leave when dismissed. If you come late and a quiz was administered at the beginning of class, you will not be counted for being in-class that day. It is also YOUR responsibility to write your name CLEARLY and to make sure I get your quiz.

**Written Assignment (50 points):** There will be one Written Assignment. Hard copy is due in class on Tuesday, April 10<sup>th</sup>. Late submission (up to 24 hours late) will have an automatic 5-point deduction. After Wednesday, April 11<sup>th</sup> at 12:00pm EST, no late submissions will be accepted. The Assignment Resource explains the choices of reviewing a book or film about

diversity in childhood experiences. Page length requirement: 4 (minimum) to 5 (maximum) pages, double-spaced (12-point font). Title page/References not included in 5-page maximum. APA format preferred -- Abstract is not needed.

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
In-class Quizzes	50
Written Assignment	50
+ Optional Extra Credit (see pg. 7)	
TOTAL	400

Points	Grade
360-400	A
320-359	B
280-319	C
240-279	D
< 278	F

\*\* There will be NO class-based curving. With this grading system, a low A is still an A (i.e., 360 points and 400 points will look the same on your transcript) but a high B (e.g., 89%) will NOT be rounded up to an A. You are responsible for earning the points corresponding with your desired grade. Please do not email me at the end of the semester asking for ways to earn one extra point to boost your letter grade. These types of emails always happen, and as a result I have already built in a conditional, extra credit opportunity to your syllabus (see page 7) to account for this. You are responsible for your fate in this course! \*\*

**OPTIONAL – Extra Credit (Choose only ONE; earn up to 4 points extra credit)**

- (1) Research Participation:** You may earn up to 4 extra points by participating in a psychology experiment (2 points for each ONE HOUR of Experiment Participation; thus, 2 hours participation = 4 points extra credit).

To participate in a Georgia Tech Psychology study, sign up on the web-based Psychology Experiment Manager called SONA (<http://gatech-psych.sona-systems.com>). Help Instructions are available. For your SONA ID, you must use the prefix to your @gatech.edu address.

Enter the required information and sign up for a study from the list of available studies and be sure to check the eligibility requirements and your availability for the timeslot. For this course, you can apply a maximum of 2 hours/credits of research experiment participation (and this translates into 4 points of extra credit). Shortly after the study is completed, the researcher will grant you credit, and it will appear on the My Schedule/Credits options. Be sure that you have assigned your credit to PSYC 2103. You may assign credit to different courses if you are in several classes that expect research participation.

\*\*It is best to sign up early in the semester to avoid the rush during the last few weeks. \*\*

**(2) Research Inquiry Paper:** Complete a 2-page Research Inquiry Paper. You must submit the extra credit paper by last day in class, or to Sidni's graduate student mailbox in JS Coon Building by 5:00pm **Tuesday, April 24<sup>th</sup>** .

**Instructions:** Read **ONE** of the following four research articles and write a **2-page maximum (Typed, Double-spaced) paper providing a summary and analysis**. You can access these articles online through the Georgia Tech Library. You can earn up to 4 points Extra Credit for this paper. No Late Submissions will be accepted.

Diamond, A. (2012). Activities and Programs That Improve Children's Executive Function. <i>Current Directions in Psychological Science</i> October 2012, 21 (5), 335-341. DOI: 10.1177/0963721412453722	Peterson, C. (2012). Children's autobiographical memories across the years: Forensic implications of childhood amnesia and eyewitness memory for stressful events. <i>Developmental Review</i> , 32, 287-306. DOI: 10.1016/j.dr.2012.06.002	Pecor, Wang, & Ming (2017). Gender and Sleep Health in High School Students: A Crosscultural Study. <i>Global Journal of Health Science</i> , 9 (5), 124-130. DOI:10.5539/gjhs.v9n5p124	Ng, Pomerantz & Deng (2014). Why are Chinese Mothers More Controlling than American Mothers? "My Child is my Report Card". <i>Child Development</i> , 85 (1), 355-369. DOI: 10.1111/cdev.12102
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**(3) Complete 4 Chapter Quizzes on LAUNCHPAD with 70% or higher score by Tuesday, April 24<sup>th</sup> @ 5:00pm.** If you purchase an E-textbook or a Looseleaf textbook, it comes with 6 months access to LAUNCHPAD. I have set up chapter quizzes in LAUNCHPAD. Self-quizzing is an effective study approach. If you complete 4 chapter quizzes (10 questions each) with 70% accuracy or higher, you will be assigned 4 extra credit points. There is no partial credit given for fewer than 4 chapter quizzes. You have two attempts per quiz to reach 70% accuracy. Hardback textbooks (new or used) do not come with LAUNCHPAD. So this is not an option if you choose to purchase an older edition or used textbook. Sidni will be able to see your LAUNCHPAD quiz scores, but no one else can.

### Communication

All official grades (e.g., exams), important announcements, lecture slides, and other miscellaneous information will be posted on the course Canvas page (<http://canvas.gatech.edu>).

Emails sent to the entire class will be sent to your GT email address (e.g., name@gatech.edu). Please be sure that you check your GT email account at least once per day or ensure that emails sent to your GT account are forwarding to the account that you prefer to check regularly.

When sending email correspondences to the instructor or TA, please put 'PSYC 2103' in the subject line to ensure that your email is given the proper attention. You are always welcome to speak to Sidni before or after class, as well as during office hours.

### Grade Review

We have a fairly large class and I will not be using class time to hand back exams. If you are interested in looking over your scored exams, you should email your TA to set up a time to review your exam. You will have the opportunity to review your first four exams at any point

throughout the semester until 12:00pm on Friday, 4/27 (prior to the week of our final exam). After this date, you will only be allowed to look over your final exam. I strongly encourage you to discuss questions or concerns about grading with me either before or after class or during my office hours. If you are unable to meet with me during office hours, please let me know and we can set up another mutually convenient time. Outside of office hours, the best way to reach me is via email.

Suspected grading errors should be brought to Sidni's attention immediately via email. Email is not secure so we will not share exam questions or discuss point totals this way, and it will only be used for requesting that a grade be checked. If necessary, we will set up a time to go over your exam together in person.

### **Technology Policy**

Laptops may NOT be used for note taking. Several studies find that students who use laptops to take notes usually browse the Internet and miss a significant proportion of information from lecture and in-class discussion. This laptop ban is for your benefit. I posted a study on Canvas (see resources) that found students who took notes by hand remembered significantly more class information than those who used laptops.

Cell phones should be kept on vibrate or silent. If you anticipate a phone call, let me know before class. I WELCOME new technology and look forward to incorporating it into our classroom environment, but not at the cost of your learning.

### **Academic Integrity**

All students are assumed to have read the Code of Student Conduct and consented to be bound by it. Violations of these rules of conduct are taken extremely seriously and will result in a failing grade for the course (at minimum). Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during quizzes or exams
- Sharing of outside assignments such as research reports or papers
- Plagiarism- this includes both the use of the words and ideas without attribution (e.g., by presenting online materials as if they were your own work)

### **Students with Disabilities**

Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with the Office of Disability Services to discuss the appropriate procedures. Their website is <http://www.adapts.gatech.edu/>

### **Student Athletes**

Student athletes must provide an official schedule of their activities for the entire semester. Failure to do so will preclude opportunities for event-related make-ups. Make-ups will generally

not be allowed for events that are not documented on the official schedule. Make-ups for events documented on the official schedule will generally occur *prior* to the regularly-scheduled exam

### Tentative Course Schedule\*

Day	Date	Topic	Assigned Reading	Important Events
T	1/9	Syllabus - Overview		
TR	1/11	<b>Introduction</b>	Ch 1	Drop/Add Deadline Friday, Jan. 12 @ 4:00pm
T	1/16	Guest Speaker: Dr. Christopher Stanzione	Ch 1	
TR	1/18	Guest Speaker: Dr. Christopher Stanzione	Ch 1	
T	1/23	Prenatal Development	Ch 2	
TR	1/25			
T	1/30	Biology & Behavior	Ch 3	
TR	2/1			
T	2/6	Cognitive Development	Ch 4	
TR	2/8			
T	2/13	<b>EXAM 1</b>		
TR	2/15	Infant Motor Development & Infant Learning	Ch 5.2-5.3	
T	2/20	Language & Symbol Use	Ch 6	
TR	2/22			
T	2/27	Intelligence & Academic Achievement	Ch 8	
TR	3/1			
T	3/6	Theories of Social Development	Ch 9	
TR	3/8			
T	3/13	Emotional Development	Ch 10	Grade Mode Change/ Withdrawal Deadline Friday, Mar. 15 @ 4:00pm
TR	3/15	<b>EXAM 2</b>		
T	3/20	<b>NO CLASS – SPRING BREAK</b>		
TR	3/22	<b>NO CLASS – SPRING BREAK</b>		
T	3/27	Emotional Development	Ch 10.3-10.5	
TR	3/29	Attachment	Ch 11.1	
T	4/3	Attachment/ Family	Ch 11.2 Ch 12	
TR	4/5			
T	4/10	Peers	Ch 13	Written Assignment Due in Class
TR	4/12			

<b>T</b>	<b>4/17</b>	Prosocial & Antisocial Behavior	Ch 14.2-14.3	
<b>TR</b>	<b>4/19</b>	Gender Development	Ch 15	
<b>T</b>	<b>4/24</b>	Wrap Up		Optional Extra Credit due by 5:00pm EST
<b>M</b>	<b>4/30</b>	<b>Exam 3 (Final Exam), 11:30am – 2:20pm</b>		

\* Any changes to this schedule will be announced at least one class period in advance.

**OPTIONAL EXTRA CREDIT OPPORTUNITY (worth 4 points):**  
**Conditional Syllabus Commitment**

By signing and returning this syllabus page to Sidni (no later than end of class on Friday, 1/26) I am stating that I have read and fully understand the policies, procedures, and deadlines associated with this course. I have addressed any questions or concerns about the contents of the syllabus with Sidni before signing.

I understand that I will be awarded 4 extra credit points (equivalent to 1% of my entire grade for this course) for signing and returning this page. There will be no penalization for not turning in this page. However, if I later approach Sidni during the semester with questions that are clearly addressed within the syllabus that I signed, my 4 extra credit points can be taken away.

\_\_\_\_\_  
Printed Name (as it appears on course roster)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date