

Psychology 205: Child Development Spring 2014

Instructor

Jennifer McGee

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Class

Tu/Th: 10-11:40

East Village Alpha 257

Office: Faculty trailers between Lil's and the big church. Knock loudly.

Office Hours: Thursday 1:45-3, **by appointment only**. Other times available by request.

REQUIRED TEXT

- Feldman, R.S. Child Development (2012). *Child Development*. 6e. Boston: Pearson Education, Inc
http://www.amazon.com/Child-Development-Edition-Robert-Feldman/dp/0205253547/ref=pd_sim_sbs_b_1

COURSE DESCRIPTION

Human development is an amazing process that begins at conception and continues over the life course. This class provides an introduction to the fundamentals of children's physical, cognitive, social, and emotional development, from the prenatal period through adolescence. We will use a scientific framework to guide our study of how children develop. Students are expected to acquire a basic understanding of how factors within the child, family, and broader society shape the process of development, and we will focus in detail on several key issues facing children in our society today. Last of all, it should be fun and interesting!

COURSE GOALS

My goal is for you to be able to develop

- The ability to think critically and analyze key issues in the field
- An understanding of the basic principles, theories, and experimental findings of scientific research in developmental psychology.
- An appreciation of the special methodological challenges of developmental research.
- A consideration of ethical issues associated with research involving children.
- The potential to evaluate others' research critically and constructively.
- The ability to think critically about the existing theories and empirical studies in the field.
- A broad understanding of the field of child development
- The ability to discuss both nature and nurture as they relate to development
- The ability to identify major issues which might predict patterns in adult life

Common Courtesy

Please use common courtesy in all your decisions. I promise to spend my time designing these classes to be helpful, engaging and as entertaining as possible. I realize you might prefer to be doing something else, but this class is designed to give you a basic understanding of many topics you will encounter in your classes later on. So please respect your fellow students, yourself, and me. Likewise, I will treat you, your schedules, and your concerns with respect and common courtesy.

Accommodations

Students who require accommodations for physical and/or learning challenges should present appropriate documentation before the end of the second week of class, and plan to meet with me individually to discuss accommodations. Your accommodations are YOUR responsibility. **Failure to set up an alternate test time within 2 weeks of the exam could mean the loss of accommodations.**

Honor code

- Improperly placing students' names on assignments or class exercises, or asking other students to write your name on assignments/exercises to which you did not contribute will also be considered violations of the Emory Honor Code.
- Possession of course exams, lab exercises, or homework assignments that are not yours, or from previous classes, will also be in violation of Emory's Honor Code.
- During exams, looking at other student's exam or discussing exam questions will also be considered violations of the Emory Honor Code.
- Using any source of information (prepared notes, your phone, the internet) that is not given to you by the instructor to complete an exam is a violation of the Emory Honor Code.
- Memorizing long passages of someone else's work and using that information to answer an essay question on an exam is not acceptable. You must always cite your sources if the idea is not your own.
- These are only highlights of the university code. Please read the code in its entirety. You will be required to sign a pledge stating that you have read the honor code and that you abide by it in its entirety.
- **Infractions of the honor code will result in a zero for the assignment/exam and will be referred to the honor council.**

For a copy of Emory University's Honor Code:

http://www.college.emory.edu/current/standards/honor_code.html

Attendance

- **Attendance is NOT required** for regular class sessions.
- **Attendance IS required for discussion days.** Each absence will result in a deduction of one point from your class total. Excused absences include university sanctioned events (sports, meetings, field trips, etc), holidays, and extended illnesses (a doctor's note will be required).
- You are expected to be present for both exams. If you are sick and think what you have is contagious and therefore, you cannot attend the scheduled exam you must email me prior to the exam AND have a doctor's note that is dated for the day of the exam. You will have one opportunity for a make-up exam. Failure to contact me prior to missing an exam will result in a zero for that grade with no opportunities for make-up.

Email Policy

- You must write "Child Development" in the subject line of your emails. You must include your full name in the body of the email. I will check my email at least once a day between 1 and 3pm. I will not respond to emails that do not follow the protocol listed above and I will not respond to emails that ask me for extra credit, additional points, re-grading, or for information found in the syllabus.

Grading

- Exams, **250 points**: There will be two exams. The first exam will be worth 100 points and the final exam will be 150 points. **THE FINAL WILL BE CUMULATIVE.** Development does not happen in a vacuum so it is important that you see the big picture.
- Class discussions, **60 points**:
 - Group: 50 points
 - You will form a team of 6-7 people.
 - Each team will tackle a current controversy in the world of child development.
 - Your team will be required to use at least five peer-reviewed sources to develop a 30 minute presentation covering your chosen topic. Tips for presentations will be available on the Blackboard site (20 points).
 - Your team will be required to type up a summary of your findings using the assigned worksheet (5 points).
 - Your team will be required to lead a class discussion on the topic (25 points).
 - More information, including rubrics for grading, are on the blackboard site.
 - ****Worksheet and discussion questions are due 48 hours before your presentation****
 - Individual: 10 points, 2 points per discussion.
 - When your team is not presenting, you will be expected to be an engaged participant in the class discussion.
- Raising a child, **30 points**: You will be tasked with making decisions about the raising of a child. After a class discussion, you are to write a 1-2 page paper (typed, double spaced, 1 inch margins, 12pt font) outlining your decision and why you chose it. No other outside research is necessary, although it is encouraged. There are 5 discussions, of which you only need to respond to 4 of them (7.5 points each). Online wiki's may be required. More information will be available on the blackboard site
- Movie Response, **10 points**: We will be watching two movies this semester. You need to write a formal response to one of these movies (there will be a worksheet to follow). You must attend the class when the movie is shown to be allowed to submit a paper for credit. You may complete the formal response for the second movie for up to 5 points of extra credit. It is possible that the second movie will be assigned for outside of class viewing.
- The class is graded on a points system where you can earn a total of 350 points. 250 come from the exams, 50 from the presentation, and 50 from the assignments. **There will be NO rounding up.**

325.5 and above	A
315 to 325.49	A-
304.5 to 314.99	B+
290.5 to 304.49	B
280 to 290.49	B-
269.5 to 279.99	C+
255.5 to 269.49	C
245 to 255.49	C-
234.5 to 245.99	D+
210 to 234.49	D
0 to 209.99	F

Additional

- I reserve the right to change or amend this syllabus.
- Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.
- Please see the online course schedule.

