

# PSYC 310: Child Psychology

## Augustana College     Spring 2011

**Class schedule:** MWF 2:00-2:50 (MC 253)

**Textbook:** Parke, R., & Gauvain, M. (2009). *Child psychology* (7<sup>th</sup> ed.). New York: McGraw Hill.

**Moodle enrollment key:** psyc310

**Professor:** Olivia Lima ([olivia.lima@augie.edu](mailto:olivia.lima@augie.edu), 605-274-5440)

**Office hours:** M-F, 9-10, or by appointment (MC 131)

### Course Description

Welcome to Child Psychology! This course aims to bring you into the field as an active participant. We will emphasize the research and theory needed to understand children, but also the practical ways we can apply this knowledge to improve children's lives. The course will progress through widening circles of ecology - family, school, and society – to discuss typical development, disorders, and intervention. You will learn about our existing knowledge base - and how we can tackle further questions - through your textbook, supplementary readings, and visits from local professionals (such as school psychologists). In-class activities will give you practice at applying this knowledge: to evaluate research evidence, take a stand on real-life issues, and recommend interventions. A service-learning component will also give you the chance to put theory into practice, interacting with children in our community.

### Learning Goals

*Understand children as active navigators in a complex web of influences*

1. Appreciate the complex interplay between nature and nurture
2. Recognize how children are active learners and shapers of their environment

*Feel empowered to make a difference in a child's life*

3. Know the signs of disorders, as well as effective ways to intervene and support children
4. Be able to gather and evaluate research data, and use it to make practical decisions

*Recognize how creative research design can answer more of our questions about children*

5. Be able to identify the methodological challenges of studying childhood topics
6. Appreciate the merit of multiple research strategies

### Tentative Schedule

<i>Week of</i>	<i>Topic</i>	<i>Reading*</i>	<i>Activities</i>	<i>Exams</i>
Feb. 2-4	Introduction	--		
Feb. 7-11	Attachment & Emotion	Ch. 6, article		
Feb. 14-18	Theory & Methods	Ch. 1, p. 547-559	2/14 <i>Family meals</i>	
Feb. 21-25	Nature & Nurture	Ch. 2, article		2/21
Feb.28-Mar.4	Parenting & Child Care	Ch. 11, article	3/4 <i>Spanking</i>	
Mar. 7-11	Cognitive Development	Ch. 8, article		3/11
Mar. 14-18	Language Development	Ch. 7, p. 572-574	3/18 <i>Case: Aspergers</i>	
Mar. 21-25	--- <i>Spring break</i> ---	--		
Mar28-Apr1	Education	Ch. 9, p. 563-567	3/28 Self-eval	
Apr. 4-8	Achievement	Ch. 10, article	4/8 <i>Infant TV</i>	
Apr. 11-15	Morality	Ch. 14, p. 559-563		4/11
Apr. 18-22	cont.( <i>Easter break Fri</i> )	--		
Apr. 25-29	Peer Groups ( <i>Easter Mon</i> )	Ch. 12, p. 567-572	4/29 <i>Case: Depression</i>	
May 2-6	Gender	Ch. 13, p. 164-170		5/6
May 9-13	Conclusion	Epilogue & articles	5/13 Self-eval	

*\*Articles are available on Moodle*

*Final Exam: **Thurs**, 5/19, 10:30*

## Assignments and Grading

*Service learning (25%):* To ground your study in the reality of children's lives, you will choose a volunteer activity where you can engage with children, and participate for 2-3 hours per week, during at least 10 weeks of the semester. (See me for suggestions and to approve your choice.) You will keep a weekly log of your experience (10 2-pg entries), in which you must connect your observations and interactions explicitly to course content. (I will also ask your supervisor to assess your work.)

*Activities (25%):* A series of activities (individual and small-group) done both in and out of class will allow you to practice applying course content to complex real-life topics. In some, you will debate controversial questions, evaluate the relevant research, and draw conclusions on best practices. In others, you will read case studies (with relevant background research) and recommend intervention.

*Exams (25%):* Four exams will allow you to assess your grasp of the course material as we progress. Exams will include multiple choice and short answer questions, drawn from the textbook, supplementary readings, and in-class discussions (including visitors). In addition, each exam will include one essay question similar to in-class activities we have done (e.g., evaluating research).

*Final Exam (20%):* The final exam will give you a chance to demonstrate the new knowledge and skills you have practiced throughout the semester. The content will be cumulative, and the format will resemble the tests. You can bring a crib sheet: it should be your own creation, handwritten on a 3x5 index card, and handed in with the exam. (This is intended to help focus your studying, and prevent brain freeze; it is no substitute for a semester spent studying.)

*Self-assessments (5%):* At both mid-term (3/28) and the end of the semester (5/13), you will write a 1-2 p. self-assessment of your progress toward course goals. At midterm, you should include personal aims and plans for the second half of the semester (a template will be provided). At the end, you will integrate what you have learned across activities and how you have changed during the course. These will not be graded on amount of progress claimed, but on honest, thorough self-evaluation.

*Note: Work submitted late will be docked a letter grade for each day past the deadline. If you will miss exams/deadlines for a recognized school activity, **contact me in advance via email** to make alternate arrangements. If you have a serious, documented emergency, contact me as soon as possible. Please note that final exams are **only** rescheduled in case of documented emergency.*

### **Academic Integrity**

The principles of Respect, Benevolence, and Justice are the core of the ethical code that psychologists have developed to govern their work (see [www.apa.org/ethics/](http://www.apa.org/ethics/)). I pledge to treat all students according to these principles, and I also expect all students to act accordingly, conducting themselves with the highest academic integrity. This includes maintaining the safe climate of free expression appropriate to a college forum, as well as exercising extreme care to give credit where credit is due (see honor code below). If you ever feel these principles have been violated - either by myself or by other students - please see me, or the department chair. **Be aware that any instance of academic dishonesty may result in a failing grade for the course.**

### **Augustana Honor Code – Departmental statement**

“As a community of scholars, the students and faculty at Augustana College commit to the highest standards of excellence by mutually embracing an Honor Code. As a College of the Evangelical Lutheran Church in America, we understand the individual and collective responsibility we have in fostering integrity. Ultimately, our purpose is to be an engaged body of academically excellent, highly articulate, and morally centered persons who learn about and examine the world together. We believe that only when we are honest with each other and ourselves can we begin to contribute to the world in a meaningful manner. To that end we pledge that we will abide by the highest standards of academic integrity, and that we will abide by the decisions of the joint student/faculty Honor Board.

“The Honor Code requires that examinations and selected assignments contain the following pledge statement which students are expected to sign:

*“On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.*”

“As a faculty member at Augustana I affirm the Honor System. I acknowledge my responsibility to have a follow-up discussion with any student who does not sign the Honor Pledge for any exam or assignment or who brings forward an academic integrity concern. I also acknowledge my responsibility, after this discussion with the student, to further investigate any academic integrity policy complaint and proceed as deemed appropriate.”

### **Disability Services – Departmental statement**

“Any student who needs to discuss reasonable accommodations for a documented disability, please make an appointment to see me as soon as possible and no later than the end of the second week of class. Students with questions regarding disability services including appropriate documentation and coordination of reasonable accommodations should contact Susan Bies at the Student Academic Support Service Office located in the Career Center Suite, Room 100. The office phone number is 274-4403 or e-mail her at [susan.bies@augie.edu](mailto:susan.bies@augie.edu). Students who discover the need for accommodation during the semester should meet with me to discuss the matter as soon as possible.”