DIVISION: Theoretical and Behavioral Foundations  
PROGRAM AREA: Educational Psychology  
COURSE: EDP 5450 Child Psychology  
COURSE CREDIT: 2 or 3 Semester Hours  
TERM/YEAR: Winter 2017  
COURSE LOCATION: 0204 Education  
DAY/TIME: Mondays 4:30 p.m. – 6:20 p.m.  
INSTRUCTOR: Dr. Elizabeth Barton  
OFFICE: Linsell House  
TELEPHONE: 313-577-5342 (leave message)  
(Department secretary, Sheri Martini, can be reached at smartin@wayne.edu or 577-1614)  
EMAIL: ac2913@wayne.edu  
OFFICE HOURS: Monday 10:00 a.m. – 1:00 p.m. and by appointment

COURSE DESCRIPTION AND OUTCOMES:  
This course is designed to increase student’s knowledge of basic concepts, research findings and problems regarding child, pre-adolescent, and earl adolescent developmental needs as they apply to school and home environments. The class also includes the study of cultural differences.  
The outcomes of the course for students include:  
1. Foundation of knowledge based on theory and research in children development;  
2. Understanding of critical factors contributing to individual differences in child development; and  
3. Strategies to integrate theoretical concepts and research findings into an understanding of children.

REQUIRED TEXT:  

EXAMINATIONS:  
Two exams will be given in this course. The tests will be multiple choice including content covered in class and in the textbook. Each exam is worth 100 points. Make-up exams are not allowed unless the student provides university-authorized documentation. Students are responsible for making arrangements for a make-up exam. You must be present during the first 10 minutes of class in order to receive an examination.

My outlines during lecture and any other topics that I indicate that you should read on your own are indication of what will be covered on exams. *The exams require a thorough*
understanding and application of material rather than out-of-context memorization of “facts.” Be sure to learn the concepts accordingly.

PROJECTS AND PAPERS:

Students who are taking the course for three (3) credits are additionally required to complete a research paper (worth 100 points), described in detail later in the syllabus. For all students, papers are due at the beginning of class on the due date noted on the syllabus even if you are absent. A paper copy is to be turned in at the beginning of class on the due date. An electronic copy of the paper also is due.

There will be a 10 point penalty for each day or part of a day (which includes turning it in after class on the due date) that the paper is late--please do not ask for extensions. Extensions are granted only in cases of documented and clear emergency. However, last minute interferences are not valid excuses because you have known about the paper and its due date since the first day of class. In the event of a clear and documented emergency, you will also be required to turn in what you have finished at that point on the paper/project to demonstrate that you were making final revisions when the emergency occurred. The extension would only be granted if the paper were near completed, and again, only in the event of a clear and documented emergency.

ATTENDANCE:

Material from lectures will not always overlap that in the text. While attendance will not be graded, the course and exams are designed with the expectation of regular attendance. At the end of the term, borderline grades (i.e., an 89% would normally receive an B+, despite being “close” to the 90%/A- mark) will be considered for advancement to the higher grade for those students who demonstrate a willingness to really understand the material as conveyed through attendance and participation in class. If you miss a class, you are responsible for getting what you missed (including any announcements or changes in the class or exam schedule). If you call or e-mail me, I will inform you of any handouts you might have missed or any changes in the schedule, but under no circumstances will I provide a private lecture, nor will I allow anyone to borrow my lecture notes.

FINAL GRADES:

For those students who are taking the course for two (2) credits, your final grade will be calculated out of a possible 200 points. If you are taking the course for three (3) credits, your final grade will be calculated out of a possible 300 points. The following grading scales will be applied to graduate students and undergraduate students, based on percentage of total number of points accumulated by the end of the semester. For graduate students, final percentages below a C (73%) will be assigned a failing grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>E</td>
<td>59%</td>
</tr>
</tbody>
</table>

**ACADEMIC DISHONESTY/PLAGIARISM:**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**REFERENCING:**

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style.

**Enrollment/Withdrawal Policy**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10\textsuperscript{th} full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:
http://reg.wayne.edu/students/information.php

\textbf{Attention Students with Disabilities:}

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

\textbf{Religious Observance Policy:}

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

\textbf{Resources:}

Wayne State University Writing Center:

The Writing Center (2\textsuperscript{nd} floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330)

### TENTATIVE SCHEDULE
(Subject to Change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Introduction Science of Child Development</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 2</td>
</tr>
<tr>
<td>1/16</td>
<td>MLK</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>1/23</td>
<td>Biological basis</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Prenatal Development and Birth Physical Development</td>
<td>Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>Cognitive Development</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>2/13</td>
<td>Information Processing Intelligence Exam Review</td>
<td>Ch. 7</td>
</tr>
<tr>
<td></td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>Research Articles Due (3 Credit Only)</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Socioemotional Development Moral Development</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>Ch. 13</td>
<td></td>
</tr>
</tbody>
</table>
Read these directions carefully:

1) Use the Wayne State libraries Article Databases (library.wayne.edu) to find 5 *empirical research articles* (e.g., articles where data were obtained through surveys, observations, etc.—not opinion articles, not theoretical articles) that relate to child development and outcomes. What does the research literature say about the topic? What did you find? Is it what you expected? What are the potential implications and applications of these findings? I will discuss in detail in class what an empirical research article is, and will be happy to explain it as many times as is needed. Generally, though, you are looking for articles in which a group of people was sampled and data collected from/on them, statistical analyses were run on the data, and conclusions are made based on the *data* and not personal opinions. If you do not have the correct type of articles (research studies) you will lose all 30 points in the allocated section of the grading rubric that you will see below. Also, if you fail to use the correct type of articles, you will not be able to write a summary and conclusion *based* on the data, which has another 30 points allocated to it. I provide a date by which you should have your articles cleared by me. This is for your own protection, so if you are not sure that you have the proper articles, be sure to have me check them. There is no reason to write a paper without the proper articles. You can bring abstracts to class for me to check or you can send them in email. By email, copy and paste the abstracts into one MSWord file or into the body of an email message—do not send individual emails for each article that you want checked.

The best way to find this kind of articles is use the PsycINFO Article Database online through the Wayne State libraries (library.wayne.edu) or by going directly to the library’s *Educational Psychology Research Guide*. Begin searching by the main topic words you are looking for. You can make a variety of combinations and the PsycINFO database will come up with a list of journal articles. It should give you an abstract (summary) of the article so that you can
decide if it is really what you are looking for before you go and look it up in the journal section. You will be able to access or order the articles directly from the search results. (For more information on ordering articles, watch this video) If you cannot find everything you need from the PsycINFO database, or you want to explore another database, you can try ERIC or the sociology or medical databases. There may also be opinion and theory articles mixed into the PsycINFO and especially the ERIC databases, so be sure to obtain research articles, as explained above and in class.

Use this handout to help you limit your database searches to empirical research. E-mail, phone, or see me or contact Ask-A-Librarian if you need help learning to find the right kind of articles. Do not avoid locating certain articles just because they are not available as “full text” through these research databases. Get the articles that will help you to write the best paper! This may mean ordering an article through Digital Delivery or Interlibrary Loan. The librarian can help you with this process if you do not understand.

On most databases, you can do an "Advanced Search" which allows you to select a "publication type" and you should look for options like "Peer-Reviewed Journal" or a “Peer Reviewed checkbox. Do not attempt to look up an article type called “dissertations”. They are not published, peer-reviewed articles from scholarly journals.

The reference librarians are always available to assist with learning how to search for research articles. Please access them if needed, by contacting Ask-A-Librarian, or visiting the Purdy/Kresge Library Reference Desk

You may also include sources that are non-empirical that seem relevant to you. These are unrestricted and you may find them in pop culture magazines, legal policies, etc., but they will not count as one of the 5 research articles required. They must also be of only an additive focus in your paper, whereas the research articles will provide the bulk of your information.

2) Write a 6 to 8 page paper discussing what you learned about your topic. It is suggested that you structure your paper in the following way:

First paragraph—introduce the topic and what you will be discussing in the paper. Define the terms/constructs that you are studying.

Body of paper—spend a large portion of the paper providing an overview of the research findings for your topic, discussing each study only briefly. The main points that you should include from each study are: 1) specific details of who the sample was (number, age, gender, etc.), 2) what was measured (which variables/factors) and how (e.g., survey/questionnaire, observation, interview, student records, etc.), and 3) the general findings or results. If you do not include these pieces of information, you will lose a large amount of points. Make transitions between your discussion of the articles, perhaps talking about how they are similar, discrepant, used different samples, etc. You are making even brief transitions with, at a minimum, linking statements and phrases, to avoid your paper looking like a disconnected list. Integrate briefly as you go, but stay focused on presenting the 3 pieces of information from each of the various studies.
In the articles you will read, the authors used instruments/tests/measures to measure the variables they were studying (e.g., achievement, social skills, behavior, etc.). You are interested in what was measured (e.g., the variables) and NOT the tests themselves. Also, when describing an article, you do not have to keep citing the same article throughout the same paragraph if it is clear that you have not switched articles. You should cite the article within the first sentence in which you mention the article/study, though. Do not wait until the end of the paragraph.

**Toward the end**—After reviewing your studies, then include a summary paragraph pulling it all together and providing the reader with an overall perspective on what you found. Even though your reader has just read your presentation of the studies, you still need to create a paragraph that summarizes it all. The summary could be that they all found similar results (and then state what those are), or it could be that the individual studies were quite discrepant in their findings (and describe the discrepancy), or something else.

**At the end**—Create a longer discussion of your answers to questions including, but not limited to: What might be the implications for the present and future state of education in our country? What does all of this information mean to you as a future educator and how will you use it in your career? Did you find what you expected to find? What do you think should be done differently in future studies? And so on....DO NOT EXTEND BEYOND THE DATA.

NOTE: The primary purpose of this project is to learn about and present the current research findings on this topic, with the underlying goal that you become aware of what the data show and use only data in forming conclusions about these topics. Please contact me if you need any guidance at all. I am here and happy to help.

**Miscellaneous paper specifications:**

1) Papers must be typed and double-spaced with reasonable margins, e.g., 1 inch on left and right.

2) Use a reasonably sized font, e.g., 12-point Times or Times New Roman looks most professional.

3) Assign a title to your paper and place it at the top of the first page; put name in upper right corner.

4) Do not use plastic covers; Staple, do not paper clip, the upper left corner.

5) Don’t forget to include a reference page, so that I can see where you went to look for sources.
6) References (both at the end and throughout the paper) must be done using APA format (see the library guide, How to Cite References Using APA Style, or the last page of syllabus which explains how to do this, or look in the APA Publication Manual).

7) You must turn in two copies of your paper, one paper copy and one electronic copy emailed to me. Articles must be copied and turn into

Grading Criteria (a total of 100 points are possible)

- Appearance--5 points possible
- Format (using APA style)--5 points possible
- Organization--10 points possible
- Transitions & flow--10 points possible
- Discussion of articles, use of empirical research studies--30 points possible
  (6 points for each of your 5 articles)
- Quality summary paragraph--10 points possible
- Quality of commentary regarding relevance of information for educators--20 points possible
- Writing and grammar--10 points possible