DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 5450 Child Psychology
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Spring/Summer 2017
COURSE LOCATION: 0155 Education
DAY/TIME: Mondays 6:00 p.m. – 9:00 p.m.
INSTRUCTOR: Dr. Elizabeth Barton
OFFICE: Linsell House
TELEPHONE: 313-577-5342 (leave message)
(Professor 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 development and 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 child 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.

PROJECT:
The Child Interview Project: Each student will interview a child (age 5 -12) using the guidelines
provided in this syllabus. You MUST obtain parental permission before you interview the child (an
example of a parental consent form is attached). Students will explain to the parents that (1) the project is for a graduate level class; and (2) information gathered through the interview will be shared only with the instructor and not with other people. Please make sure that you have the child’s cooperation, as well. If the child shows a clear indication of resistance to the interview, do not force the child to sit through the interview. You may need to find another child for your project.

Students will complete a Report of your interview – of at least 5 pages in length. Try to provide a “big picture” of the child in terms of cognitive, physical, social, and emotional development – clearly using information covered in this class, found in the text and from other sources. In addition, you will discuss these child’s characteristics from the context of the child’s unique environment. Do not just summarize what the child and parent told you during the interview.

The paper should include a comprehensive summary of your findings as well as your evaluation of your own interview skills. It is also important that the discussion reflects your understanding of class discussions and textbook materials. Include the completed - signed Consent Form with your Interview. The Report must be typed and double-spaced. A title page is not necessary.

NOTE: The primary goal of the interview and resulting report is to demonstrate your understanding of the interviewed child’s development across cognitive, physical, social, and emotional domains, reflecting your knowledge gained in this class and from your readings.

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 prior to class.

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:**
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.

**Recap Of Final Grade Assessment Process:**
<table>
<thead>
<tr>
<th>Two Major Exams</th>
<th>200 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child Interview Project Report</td>
<td>100 points</td>
</tr>
<tr>
<td>Total Points Used to Calculate Grades</td>
<td>300 points</td>
</tr>
</tbody>
</table>

**Final Grades**
The following student grading scales will be applied based on a total point base of 300 points for students taking this course.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
<td>80% - 82%</td>
<td>B</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>70% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
<td>69% - F</td>
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</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 10th 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](http://reg.wayne.edu/students/information.php)
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.

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.

TENTATIVE SCHEDULE
(Subject to Change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/8</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Science of Child Development</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>5/15</td>
<td>Biological Basis</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>5/22</td>
<td>Prenatal Development and Birth</td>
<td>Ch. 3</td>
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<td>Physical Development</td>
<td>Ch. 4</td>
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<tr>
<td>5/29</td>
<td>Memorial Day</td>
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<tr>
<td>6/5</td>
<td>Cognitive Development</td>
<td>Ch. 6</td>
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<td></td>
<td>Information Processing</td>
<td>Ch. 7</td>
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<tr>
<td></td>
<td>Intelligence</td>
<td>Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>6/12</td>
<td>Moral Development and Social Cognition</td>
<td>Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>6/19</td>
<td>Exam 1</td>
<td></td>
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</tbody>
</table>
Child Interview Report Format - (Template) - Evaluation Checklist

Child’s Name:      Date of Interview: 
Child’s Birth Date:  Child’s Age: 
Child’s Gender: Parent(s)/Caregiver(s)  

Participating: Report Date: 
Examiner’s Name: 

NOTE: The following areas should be explored in the child interview with the child and caregiver(s). Start with more general, positive questions. Do not read the questions off a list. Rather, talk to the child and caregiver with genuine interest in what he/she tells you. Compose your written report with the following 8 Sub-headings:

1. General Overview of the Child: A brief summary of the General and Behavioral Characteristics of the child at the Interview, including: age of the child in years and months, sex of the child, appearance/dress, mood/affect, speech/language, physical development, cognitive development, cultural background, child’s activity level, attentiveness, ability to understand your questions, understanding of silly things or jokes, metaphors and analogies, his/her interaction with the caregiver and rapport with you. Discuss the child’s pervasive mood (happy, inattentive, moody) and caregivers’ responses to the child. 15 Points

2. Background Information: Discuss the child’s pregnancy, duration, weight at birth, Apgar indicators, mother’s health and known teratogenic risks. Include milestone development, including, height, speech, sitting, crawling, walking, toilet training, breast feeding, transition to solid foods and bottle, transition to cup, self feeding, food allergies and other allergies, health problems including ear infections, surgeries, prolonged hospitalizations, use of antibiotics, immunizations, and other health issues including colic, excessive crying, gastrointestinal problems including fussy eating, food cravings, frequent diarrhea. Discuss care-giving personnel, including: who has provided care to the child over his/her life and associated attachment patterns. 20 Points

3. The Home Environment: Who lives with this child? Parent(s) (parents (ages), siblings (ages), others - relationships, support, etc.), pets, living arrangements, socioeconomic status, and family structure. Comment on the family culture, parenting styles, family dynamics, family systems, etc. 5 Points

4. Peers: Discuss the child’s playmates, peer group, and peer interactions. Comment on the child’s social skills, socialization, conflicts, cooperation, leadership, etc. 5 Points

5. Schools and Achievement: Discuss the child’s academic performance, school attendance, classroom behavior, teacher and parent communications, etc. 5 Points

6. Culture and Diversity Review: Discuss the child’s cultural background, ethnicity, language, and other cultural factors. Comment on the child’s adaptation to cultural differences. 10 Points

7. Exam 2: Prepare for the exam by reviewing the content covered in the chapters. 50 Points

8. Review: Review all the material covered in the course to prepare for the final exam. 100 Points

Ch. 10 Socioemotional Development
Ch. 13 Attachment
Ch. 14 Families
Ch. 15 Child Interview Paper Due
Ch. 16 Peers
Ch. 17 Schools and Achievement
Ch. 18 Culture and Diversity
Ch. 19 Review
Ch. 20 Exam 2
4. **The School Environment:** Teachers (teacher-child relationships); friends/peers (any negative or positive relationships); academic history (grades, attendance, extracurricular activities - any particular areas of difficulty); academic confidence, attitude toward teachers/school; friends, and work, motivation levels, interests, identification for special education services (if applicable). 10 Points

5. **Neighborhood/Community Environmental Impact:** Discuss your child’s interaction with neighbors/community and the influence of neighbors/community on the child. Discuss resources (involvement in community centers, peer groups, church, clubs, sports etc.), activities in the community & safety concerns. 5 Points

6. **Extended Family/Religion/Ethnicity Impact:** Describe the availability of an extended family and the level of support. Discuss the influence of religion, culture, ethnicity on your child’s development. 5 Points

7. **Important Life Events – Impact Statement:** Evidence of trauma, abuse, marital problems, divorce, illness and health, death, disaster, stressors, and other significant life experiences and your speculation on the developmental impact. 5 Points

8. **General Discussion:** A comprehensive summary of your general findings and your speculation about the trajectory of the child’s personality formation supported by his/her physical, cognitive, emotional, social development trends. NOTE: Also include a personal evaluation of your interview skills. 15 Points

9. IMPORTANT: Impress your instructor and improve your grade by citing course learned child development information gained in class and from your textbook applicable to your child’s developmental information. 10 Points

10. IMPORTANT: Follow the Format provided. – (Use Sub-headings 1 – 8). 5 Points

11. IMPORTANT: Your paper should be error free – No spelling errors. Use complete paragraphs. No grammar errors. All sentences must be COMPLETE sentences. 5 Points

TOTAL: 100 Points

**Other Miscellaneous Child Interview Report and Research Paper specifications:**

- Papers must be typed and double-spaced with reasonable margins, e.g., 1 inch on left and right and use a reasonably sized font, e.g., 12-point Times looks most professional.
- Students are advised to strictly use the Child Interview Report Format - [Template] contained in this syllabus.
- Insert page numbers
- Provide References (both at the end and throughout the paper). Must use APA format (see the APA Publication Manual for details).
- Minimum lengths: 5 pages for Child Interview Report
Consent Form
Participation in a Student Training Project

My name is __________________________. I am a student at Wayne State University and as part of my course work, it is required that I complete a project involving an interview with a child between 5 and 12 years old. This requirement will hopefully allow me to better understand the critical issues of child development. This project is only for training purposes.

Your signature below indicates your consent for your child, __________________________, to be interviewed by the Wayne State University student named above. The interview will take approximately one hour and your child will be asked questions regarding his/her family, school, peers and communities. A summary of the interview will be written without inclusion of your child’s name. While unlikely, information gathered from this interview suggesting any type of child abuse/neglect, must be forwarded to the appropriate agencies, as required by law. Please understand that your participation is voluntary and you may terminate the interview at any time.

My signature, below, indicates that this project has been explained fully and all of my questions have been answered to my satisfaction. If you have any further questions, or concerns, you may contact my instructor, Dr. Elizabeth Barton, at (313) 577-5342.

Once again, your signature signifies that you are providing consent for your child to participate in this Wayne State University student interview project. Thank you.

____________________________________
Printed Name of Child

____________________________________
Printed Name of Consenting Parent or Legal Guardian

____________________________________                        _______________________
Signature of Consenting Parent or Legal Guardian          Today’s Date

____________________________________                        _______________________
Student Interviewer’s Name                                      Today’s Date