

2014

PSYC 232 Child Psychology

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SYLLABUS

PSYC 232: Child Psychology
Xavier University
Spring 2014

Day & Time:	T/R 2:30-3:45 (3 credit hours)	Location:	Armory 2
Instructor:	Jennifer E. Gibson, Ph.D.	Email:	gibsonj6@xavier.edu
Office Location:	Elet 306	Telephone:	(513) 745-3548
Office Hours:	M 1:00-2:00, or by appointment		

COURSE OVERVIEW

Department of Psychology Mission Statement: In keeping with the Jesuit, Catholic, liberal arts tradition, the department of psychology educates students in the science of behavior and mental processes with sensitivity toward the diversity of all people so students may use psychological knowledge and insight to address human concerns.

Course Description: “The study of growth and development; heredity and environmental factors; early and later childhood to puberty” (Xavier University Course Catalog). The goal of this course is to provide students with an in-depth look at some of the most influential topics, theories and studies in child psychology. In addition, this course promotes application of knowledge through a **community engaged learning** experience, which will entail hands-on work with children. The course fulfills a social science elective for the University core curriculum and a psychology elective for the psychology major and minor.

Course Objectives: By the end of this course you will be able to:

1. **Describe** 23 of the most influential topics, theories, and studies in child psychology;
2. **Make connections** between influential theories/studies in child psychology and the lived experience of children;
3. **Apply** your knowledge about child psychology to promoting the positive development of a child/children

Required Texts to Purchase/Borrow (additional readings are posted on canvas):

Dixon, W. E. (2003). *Twenty Studies that Revolutionized Child Psychology*. Upper Saddle River, NJ: Prentice Hall.

Kozol, J. (2012). *Savage Inequalities: Children in America's Schools* (Reprint Ed.). New York, NY: Harper Collins.

FORMAT OF LEARNING

The class format is intended to promote deep engagement inside and outside of the classroom.

Before Class: You will complete one or more readings for each topic covered. You will also fill-out a study guide that is intended to help you focus on the most salient aspects of the reading(s), engage with the reading(s) on a deeper level, prepare for classroom discussion and activities, and study for exams.

During Class: This is a very interactive class, and it is important that you come to class prepared to engage in discussion and activities. Most of our class time will be spent expanding on the readings to deepen your understanding of influential theories and studies in child psychology. Each of you will be responsible for helping to facilitate one class (see Evaluation/Grades section for additional information). Some class time will be set aside for discussing and planning for our community engaged learning experience.

Community Engagement: Part of your learning in this course will occur through experience outside of the classroom, providing a service to a community. The community that we are working with is the students, teachers, and staff at Evanston Academy (EA). This local public school serves children from Preschool through 8th grade (<http://hoffman.cps-k12.org/>).

This component of the class is intended to help you make connections between the theories and research discussed in class and real world children. In addition, it is intended to give you an opportunity to apply what you have learned to the positive development of a child/children.

You will select one of the following community engaged learning options at EA:

- 1 on 1 tutoring/mentoring in the after school program (2:30 to 5:00 Monday-Thursday)
- 1 on 1 tutoring/mentoring during the school day (8:00 to 2:00 Monday-Friday)
- Small group/classroom tutoring during the school day (8:00 to 2:00 Monday-Friday)
- Co-leading a Young Women's group (afterschool, day of week not yet determined)
- Co-leading a Young Men's group (afterschool, day of week not yet determined)
- Co-lead a reading program from 3rd grade students (afterschool, day of week open)
- Starting an afterschool group/club of your own

EVALUATION & GRADING

<u>Requirement</u>	<u>Points per (% Final Grade)</u>	<u>Total points (% Final Grade)</u>
2 Exams	100 (20%)	200 (40%)
Presentation	50 (10%)	50 (10%)
20 Study guides	5 (1%)	100 (20%)
Classroom participation	50 (10%)	50 (10%)
EA engagement completion*	50 (10%)	50 (10%)
10 Reflection journal entries*	5 (1%)	50 (10%)

* Community-engaged learning components

Exams: To evaluate your understanding of influential child psychology theories and studies, you will complete a mid-semester and final exam. The final exam is non-cumulative. Exams consist of multiple choice and short answer questions that cover the assigned readings and information presented/discussed in class. Make-up exams are reserved for extenuating and documented circumstances. If you anticipate missing an exam, please let me know as far in advance as possible. I reserve the right to deny a make-up exam or ask that you take an alternate form of the exam, which may be more difficult.

<u>Grade</u>	<u>Points</u>	<u>Percentage</u>
A	465-500	93-100%
A -	450-464	90-92%
B+	435-449	87-89%
B	415-434	83-86%
B-	400-414	80-82%
C+	385-399	77-79%
C	365-384	73-76%
C-	350-364	70-72%
D+	335-349	67-69%
D	300-334	60-66%
F	0-299	Below 60%

Presentation: At the beginning of the semester I will assign you a supplemental reading to present to your peers. I expect a polished and informative presentation of the reading that clearly links to the topic for the day. I will help you to plan your presentation and provide feedback on a rough draft of the presentation. **I strongly encourage you to meet with me to begin to plan the presentation well in advance of the day you are scheduled.**

Your classmates will use a Peer Assessment Form (see attached) to provide me with feedback about the quality of your presentation. You will use the Self Assessment form (see attached) to critique your own performance. I will consider both of these when assigning your grade.

Study Guides: Study guides have two parts: One that is completed before coming to class based on the assigned reading(s), and a second part that is completed during class based on the information presented. At the start of each class, except those when the assigned reading is from *Savage Inequalities*, you will receive 5 points for showing me that you have completed the reading(s) portion of the study guide.

Classroom Participation: Your participation in classroom discussion and activities is a key component of the learning process. I will track participation throughout the semester, and award participation points based on the quantity and quality of participation. Although I do not track attendance, you cannot turn in your study guide or participate if you are not in class.

EA Engagement Completion: You will receive 50 points towards your final grade in the class once you have completed your EA engagement. To complete your EA engagement you must engaged in your selected activity (e.g. tutoring/mentoring, small group leadership) at least 10 times, for a minimum of one hour each time. In some instances an alternative number of contacts/hours of contact may be arranged with me because of the nature of the activity. **There is no partial credit—if you do not complete your EA engagement you will receive zero points for this portion of the class.** You will have to plan in advance to make sure you can complete the required contact before finals week, taking into account XU and EA vacation days.

Reflection Journals: After each visit to EA to engage in your selected activity, you will complete a reflection journal. **You should complete the journal within 24 hours of coming back from EA.** You will turn in all new journal entries every Tuesday at the start of class. Each entry is worth up to five points. Journal Prompts are attached to the syllabus. Your grade for each journal will be based on the degree to which you adequately and completely answer the questions and from the Journal Prompts.

COURSE POLICIES

Getting Help: Although I have set office hours, I am happy to meet with students at other times. My door is usually open, so please feel free to drop by or email me to set up an appointment. There are several other campus resources that may be beneficial, including the Learning Assistance Center and the Writing Center.

Academic Accommodations: I am committed to providing equal access to all programming at Xavier. Anyone who feels he/she may need an academic accommodation based on the impact of a disability (e.g. sensory, learning, psychological, medical, mobility) should contact me to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. You can contact Disability Services by calling 513-745-3280, stopping by the Fifth Floor of the Conaton Learning Commons (Room 514), or e-mailing Cassandra Jones at jonesc20@xavier.edu.

Classroom Environment: I am committed to supporting the learning of all students irrespective of gender, race, sexual orientation, age, religion, ethnicity, socioeconomic status, or disability. I want our class to be an environment that supports the open exploration of diverse ideas in a manner that is respectful to all. Please participate in discussion in a respectful manner. If you feel that disrespectful behavior has occurred, please speak to me.

Please silence your cell phone before class and keep it out of sight (yours and mine) during class. I prefer for students not to bring laptops to class, as I find that it is tempting to check email, look at Facebook, etc. rather than be an active participant in our class. So, you should print out study guides before coming to class. If you feel that you need your laptop to take notes, you must speak with me about this at the beginning of the semester. Using your laptop for any purpose other than note-taking will result in no longer being able to use it during class.

Academic Honesty: "Violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests...Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents" (Xavier University Catalog). **I take cheating and plagiarism very seriously.** If I find out that you have cheated or plagiarized, I will notify your Dean and give you a zero for that assignment or test. I reserve the right to assign an F for the course when cheating or plagiarism occurs. It is your responsibility to understand plagiarism; please go to <http://www.xavier.edu/library/xututor/plagiarism/index.cfm>.

Process and Outcome Monitoring: I want to know what is working well and what could be improved about the community engaged learning component of this class. So, I will be gathering information on the process and outcomes of this component of the class. Mid-way through the semester you will be asked to complete an analysis of the strengths, weakness, opportunities, and threats of the community engagement learning component of the class. At

the end of the semester you will be asked to complete a supplemental evaluation of the community engaged learning component of the class. Both are voluntary, anonymous, and will not impact your grade in the course. The information you provide may be shared with professional colleagues who are interested in community engaged learning.

INFORMATION ABOUT EVANSTON ACADEMY

Contact information: All scheduling will be done with Ms. Monna Beckford, the resource coordinator at EA. She can be reached at (513) 363-2733 or via email at beckfom@cps-k12.org.

Background check & badging: In order to be a volunteer in Cincinnati Public Schools, you must pass a background check. Once you have passed the background check you will receive a volunteer badge that you must wear every time you visit the school.

Getting there: You are responsible for getting to and from EA, which about 1 mile from campus and a 5 minute drive. When we go as a class, I will arrange a carpool. On other occasions, you may choose to drive on your own, carpool, walk (20 minutes), or make use of the number 31 public bus that run between locations close to campus and EA (20 minutes—see information on metro website). To get directions from Mapquest, use this link: [Evanston Academy](#).

Behavioral expectations: By taking part in this community engaged learning experience, you are agreeing to take responsibility for being a positive role model for the students at EA. I urge you to take this responsibility seriously and act accordingly. This includes the following:

- If you are supposed to be there, show up. Contact Monna Beckford and I as soon as possible if you must miss a scheduled EA activity.
- Sign in and out of EA with Monna Beckford in her office.
- Dress appropriately. Think about what teachers and school staff wear to work. Jeans are fine if paired with a nice shirt. Workout wear is not OK.
- Use appropriate language, refrain from using swear/cuss words, and do not discuss inappropriate subjects with or within the vicinity of children/teens.
- Do not take phone calls or text while at EA unless there is an emergency.
- Act respectfully towards the teachers, staff, and students of EA at all times.
- Set appropriate boundaries with the EA students. Do not give them your cell phone number, do not give them expensive gifts, do not allow them treat you disrespectfully.
- If you see an EA student doing something (or talking about doing something) that is dangerous to themselves or anyone else, report this to Monna Beckford as soon as possible. If another responsible adult (e.g. teacher, counselor) is present you should also inform them right away. Similarly, if an EA student discloses information indicating that they are being or have been abused you should report this to Monna Beckford as soon as possible. Please also inform me of any such incidents; however, do not share sensitive information about EA students with your peers.
- If you ever have questions or concerns about your community engaged learning experience, please talk to me and/or Monna Beckford.

Community Engaged Learning Journal Prompts
Child Psychology, Spring 2014

Pre-EA Journal Entry (due 1/21): Please spend at least 30 minutes reflecting on your expectations for the community engaged learning experience. Here are some questions to get you thinking:

1. What do you hope will come of this experience?
 2. What do you expect of yourself and your EA partner?
 3. What do you expect to learn?
 4. What fears or concerns do you have?
 5. How will you proceed—how will you stay on-track with your EA visits and journals?
-

Mid-EA Journal Entries (turn in at start of class on Tuesdays): Within 24 hours of each of your visits to EA, please spend at least 30 minutes reflecting on and writing about your experience. You should create a separate journal entry for each EA visit. Start each entry with the date and time of your EA visit. Each journal entry must address the following two questions:

1. What has this community engaged learning experience been like for you?

Some related questions to consider:

- a. What did you do? Was it beneficial? Will you do anything differently next time?
- b. What did you learn about children? Did you learn anything about the way that diversity (e.g. age, gender, race, socioeconomic status, religion, physical/mental abilities, etc.) shapes the experience of children?
- c. What thoughts or feelings (e.g. excitement, confusion, surprise) were evoked?

2. What links can you make between what you are learning in class and your experience at EA?

Some related questions to consider:

- a. What topics from class connect with your experience? In what ways?
 - b. What topics don't seem to fit with your experience? In what ways?
-

Post-EA Journal (due 5/1): At the end of semester, after your last visit to EA, please spend at least an hour reflecting on and writing about the entirety of your experience. In addition to returning to previous topics addressed in your journal, here are a few additional questions to consider:

1. What will you take away from this experience?
2. What have you learned about children?
3. What have you learned about the impact of diversity on the experience of children?
4. What have you learned about yourself?

COURSE CALENDAR		
Date	Topic	Assignments Due
1/14	Introduction to the course	
1/16	Introduction to Evanston Academy(EA)	Kozol Looking Backwards, Ch. 1 -2
1/21	Research methods in child psychology	Dixon Ch. 20, Pre-EA Journal due
1/23	Nature and nurture	Dixon Ch. 19
1/28	Vygotsky: Socially mediated learning	Dixon Ch. 4
1/30	Positive psychology & social emotional learning	Seligman et al. (2009)
2/4	Whole Class EA Visit	Kozol Ch. 3-4
2/6	<i>Savage Inequalities</i> & EA discussion	Kozol Ch. 5-6; Farmer-Hinton (2006); www.good.is.com article
2/11	Bronfenbrenner: Ecological influences	Dixon Ch. 22
2/13	The ecology of poverty	Evans (2004)
2/18	Baumrind: Parenting styles	Dixon Ch. 13
2/20	Family composition	Heatherington et al. (1998)
2/25	Bandura: Social cognitive learning	Dixon Ch. 14
2/27	Thomas & Chess: Temperament	Dixon Ch. 16
3/4-3/6	No class, Spring Break	
3/11	Biological & environmental adversity	Dixon Ch. 18
3/13	Werner: Resiliency	Dixon Ch. 17
3/18	Midterm Exam	
3/20	Kohlberg & Gilligan: Moral development	Dixon Ch. 15
3/25	Peer relationships	Parker et al. (1995) p. 421-434
3/27	Erikson: Identity development	Muuss (1996)
4/1	Gender identity	Bussey & Bandura (1999) p. 676-684
4/3	Ethnic identity	Clark & Clark (1950)
4/8	Brain development	Wallis (2008)
4/10	Piaget: Cognitive development	Dixon Ch. 2 & 3
4/15	Theory of mind	Dixon Ch. 7
4/17	No class, Easter Break	
4/22	Chomsky: Language	Dixon Ch. 8
4/24	Intelligence	Nisbett et al. (2012) P. 130-138
4/29	Harlow & Bowlby: Bonding & attachment	Dixon Ch. 10 & 11
5/1	EA discussion & wrapping up	Post-EA Journal Due
5/6	Final Exam @ 1:00	

Peer Assessment of Class Facilitation

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Your name: _____

Facilitator: _____ Date: _____

Please indicate your agreement with each statement using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strong Agree

The presentation...

- 1. Helped to improve my understanding of today's topic ◀ ▶ ▲
- 2. Helped me to think more deeply about the topic ◀ ▶ ▲
- 3. Was presented in a professional manner ◀ ▶ ▲
- 4. Was interesting/engaging ◀ ▶ ▲
- 5. Included relevant discussion and/or activities ◀ ▶ ▲

Comments:

Self Assessment of Class Facilitation

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Your name: _____ Date: _____

Please indicate your agreement each statement using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strong Agree

The presentation...

- 6. Helped to improve others' understanding of today's topic ◀ ▶ ▲
- 7. Helped others to think more deeply about the topic ◀ ▶ ▲
- 8. Was presented in a professional manner ◀ ▶ ▲
- 9. Was interesting/engaging ◀ ▶ ▲
- 10. Included relevant discussion and/or activities ◀ ▶ ▲

Comments:

