Introduction to Child Psychology
PSY 304 (MWF 1-2)
Unique # 43615
PAI 3.02
Spring, 2011

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I. Course Overview

In this course we will be studying changes that begin in infancy and continue through adulthood. Current theoretical perspectives and research methods will serve as starting points for discussions for both physiological and behavioral change. We will also consider the special "tasks" of the developing human: language acquisition, self development, interpreting others' behavior, etc.

II. Course Requirements

A.The Psychology Department will drop all students who do not meet the prerequisite: PSY 301 with a C or better.

Course credit can be earned for PSY 304 OR PSY 333D, not both.

B. Texts:

Shaffer, D.R. & Kipp, K.(2010). Developmental Psychology. 8th edition. CA: Wadsworth.

- **IMPORTANT: YOU MUST GET THE 8TH EDITION OF THIS BOOK. CHAPTERS VARY ACROSS EDITIONS.**

C. Evaluation of Student Performance

Exams: Grades will be based, in part, on your performance on 4 objective (multiple-choice) exams. The first and fourth exams will each have 25 questions, and will each account for about 17% of your course grade. The second and third exams will each have 35 questions, and so, will each account for 25% of your course grade. There is no final exam.

Out-of-class activities: Five out-of-class exercises will be assigned during the semester. Each assignment will be worth 3 points toward your course total. These 5 assignments together account for about 11% of your course grade. The assignments ask you to read and respond to articles or websites. Worksheets and articles are posted in the "Course Documents" area of our class Blackboard (https://courses.utexas.edu). Instructions for submitting these completed worksheets via Blackboard "Journals" can also be found with the worksheets and articles.

In-class exercises: On five occasions, questions, comments, and/or evidence of participation in a class activity will be collected from those who are in class. Two of these in-class-activities are listed in the schedule of dates and topics found in this syllabus. Three of these in-class-activities will not be announced in advance. If you are in class, you get credit; if you are not in class, you do not. Each activity will contribute 1 point toward your total grade. The five activities comprise about 4% of your course grade.

Extra Credit Discussion Board: Five discussion board topics will be posted on our Blackboard throughout the semester. You will be notified when a board becomes available for your contribution. You must post your contribution during the assigned time for each board in order to receive credit. Your

contribution to a discussion board will earn you 1 point. So, you have the opportunity to accumulate 5 extra credit points.

Letter grades for the course will be assigned based on the percentage of the total points (out of a possible 140 points) you earn on your 4 exams (maximum possible exam points = 120), your out-of-class activities (maximum possible points = 15), and your in-class exercises (maximum possible points = 5). Your points will be posted in Blackboard's Grade Center.

Course Grade	Per Cent of Course Points
A	**93-100**
A-	**90-92**
B+	**87-89**
B	**83-86**
B-	**80-82**
C+	**77-79**
C	**73-76**
C-	**70-72**
D+	**67-69**
D	**63-66**
D-	**60-62**
F	**less than 60%**

Points are recorded in Blackboard.

D. Make ups will be given with the following stipulations:

(1) You must notify me (via email, phone call or phone message) no later than the day of the exam or due date of the assignment that you will be unable to attend class.
(2) You must have a legitimate reason for missing an exam or due date and be prepared to show proof.
(3) You must take the make-up exam within 2 weeks of the original exam and/or turn in late assignments within 1 week of the due date.
(4) If you know of something that might keep you from taking an exam (other than the final) at the scheduled time, let me know early in the semester.

E. Policy on Scholastic Dishonesty: Cheating on exams will be handled in accordance with U.T guidelines.

F. Policy on Laptops: No laptops allowed open during class. Powerpoint slides will be posted on Blackboard in the "Course Documents" area.

G. Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

H. Important Dates

Exam dates	Out-of-class assignment due dates	In-class exercise dates
Exam 1 2/4	Worksheet #1 2/7	Activity #1 1/31
Exam 2 3/9	Worksheet #2 2/21	Activity #5 5/6
Exam 3 4/15	Worksheet #3 3/28	
Exam 4 5/4	Worksheet #4 4/13	
	Worksheet #5 4/27	

III. Class Meeting Dates, Topics, Assignments

DATE	TOPIC	READING ASSIGNMENTS
1/19	Business/Introduction	
1/21	What is development?	Ch.1
1/24	"	"
1/26	Biological foundations	Ch. 3 & 4
1/28	"	"
1/31	Prenatal complications **In-class exercise #1**	"
2/2	Birth	"
2/4	**EXAM ONE**	**Chapters 1, 3, 4**
2/7	The competent infant **Worksheet #1 Due**	Ch. 5
2/9	Form Perception	"
2/11	"	"
2/14	"	"
2/16	Piaget's Approach to Cognitive Development	Ch. 7
2/18	"	"
2/21	" **Worksheet #2 Due**	"
2/23	Building a Self: Memory for Personal Events	Ch. 8
2/25	"	"
2/28	"	"
3/2	Sharing knowledge: language development	Ch. 10
3/4	"	"
3/7	"	"
3/9	**EXAM TWO**	**Ch. 5, 7, 8, 10**
3/11, 3/14, 3/16, 3/18	**Spring Break: No Class**	
3/21	Understanding Social Development: Emotions	Ch. 11
3/23	"	"

3/25	Forming Emotional Ties	“
3/28	“	“
	Worksheet #3 Due	“
3/30	Defining the self	Ch. 12
4/1	“	“
4/4	Building an identity	“
4/6	“	“
4/8	“	“
4/11	The gendered self	Ch. 13
4/13	“	“
	Worksheet #4 Due	
4/15	**EXAM THREE**	**Ch. 11, 12, 13**
4/18	What one ‘ought’ to do: Thinking about it and doing it	Ch. 14
4/20	“	“
4/22	“	“
4/25	Contexts for Development: School	Ch. 15
4/27	**Worksheet #5 Due**	“
4/29	Contexts for Development: Peers	“
5/2	Contexts for Development: Family	“
5/4	**EXAM FOUR**	**Ch. 14 & 15**
5/6	**In-class exercise #5**	