

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

Wayland Mission Statement:*Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.*

Course Title, Number, and Section: **PSYC 2306VC01- Child Growth and Development**

Term:  **Summer 2019 (May 27 - August 10, 2019)**

Instructor: Mrs. Cari Wood, M.S.

# ****Office Phone Number and WBU Email Address:****

cell: 808-226-4142

Email: cari.wood@wayland.wbu.edu

Office Hours, Building, and Location:I check my email throughout the day; therefore, if you email me, I will respond fairly quickly but please give me at least 24 hours to respond. I prefer an appointment for a phone call but if it is an emergency, feel free to call without an appointment. If you have a blocked number, please unblock the number when calling. I do not answer “withheld” or “unknown” numbers. If I am unable to answer my phone, please leave a message with your name, class, phone number, and reason for calling and I will return your call. **I live in Virginia (EST) so please check your time zone when calling. If you would like to send a text, feel free as well!**

Class Meeting Time and Location:Virtual Campus

**Catalog Description**: Physical, intellectual, and personality development of healthy children from birth through middle childhood.

**Prerequisite**: **There is no prerequisite for this course.**

**Required Textbook(s) and/or Required Material(s):** Martorell, G., Papalia, D., & Feldman, R. (2014). *A child's world: Infancy through adolescence* (13th ed.). New York, NY: McGraw-Hill. ISBN Number:  9780078035432

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Understand the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society.
* Know the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 4.
* Recognize the wide range of individual developmental differences that characterizes students in early childhood through grade 4 and the implications of this developmental variation from instructional planning.
* Recognize factors affecting the physical growth and health of students in early childhood through grade 4 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students; physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).
* Recognize factors affecting the social and emotional development of students in early childhood through grade 4 (e.g., lack of affection and attentions.  Limited opportunity for verbal interactions, changes in family structure) and knows that student’s social and emotional development impacts their development in other domains.
* Know the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children’s learning and development.
* Demonstrate knowledge of developmental changes in children’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).
* Analyze how developmental characteristics of students in early childhood through grade 4 impact learning and performance.
* Understand how development is any one domain (i.e., cognitive, social physical, emotional) impacts development in other domains.
* Recognize signs of developmental delays or impairments in students in early childhood through grade 4.

**Virtual Campus Attendance Policy:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements:**

**\*\*Note: I do realize emergencies happen and unforeseen military deployments or TDY (temporary duty) occur; therefore, in order to avoid any deducted points on assignments, papers, and exams, please contact me immediately so we can make other arrangements.\*\***

1. **Participation:** Please see “**Virtual Campus Attendance Policy."**

**2. Readings and Online Discussions: Make** sure that you have read the chapter and the lecture before completing the assignments and understand terms from the book and the lectures. You will not be able to answer the questions correctly if you have not done the reading beforehand.

***However,******if you are late receiving your textbook, you can still answer Week 1 discussion questions and participate in class by reading my lectures and researching the answers on the Internet or other Psychology books you may have.***

**Requirements for the discussion questions:**

(a)Each discussion question answer must be at least 350 words of text.  So, if there are 2 discussion questions for the week, that totals 700 words (does not include re-writing the question and your reference list).

(b) *Each* d**iscussion question answer must be cited and referenced using your textbook or other credible Internet websites, books, journals, etc. that support the book.** APA (American Psychological Association) format is required for all writing assignments. I suggest buying the APA manual but if you do not have the manual, you can access the link provided for APA style of writing: http://www.apastyle.org/learn/faqs/index.aspx

Helpful Hint: Just because you reference a source at the end of your answer, does not mean you fulfilled the requirement.  If a source is provided in your reference list, a citation has to be provided in your paragraph (they go together).  Therefore, I need to see a citation AND reference. For example:

**Prenatal care teaches women the importance of taking vitamins, drugs to avoid, and what foods to eat in order to have healthy baby (Berger, 2016).**

**Reference**

**Berger, K. S. (2016).  Invitation to the life span (3rd ed.).  New York: Worth Publishers.**

(c) *Each* discussion question answer must be scholarly (use research to support your answers) and include correct grammar, punctuation, spelling, etc. If you want to add your opinions, stories, or life experiences to help support your scholarly answer, I encourage you to do so. This will keep the discussions fun and intriguing.  If we were in a traditional classroom, we would have the opportunity to share our thoughts, ideas, opinions, etc. It is completely optional to do this (unless stated otherwise) - it just keeps the class interesting.

**Discussion questions are to be posted in the appropriate forum located in the "Discussion Board" by 11:59pm Central Standard Time (CST) on Saturday of each week.**

I know this is not an English class but the majority of upper level college and graduate classes expect you to know how to properly write using APA, especially if you are a Psychology major. Therefore, it is important to know how to properly write before going into a class that will deduct points for every little mistake you make regarding APA. Understand that any writing style is complex; because this is a sophomore level college course, I am going to keep this simple, so that you get a feel for it. If you need further assistance with this style of writing, please email me and I will be more than happy to help. Additional information on APA will be provided in class. ***Do not feel intimidated! I will help guide you!!***

**Deductions: 1 point for each day the discussion questions are late.**

3. **Interaction with Classmates:** In addition to posting answers to the discussion questions, **you are also required to respond to *at least* one other student's posting,** either agreeing with the comments or expressing an alternate opinion in **1-2 paragraphs.**

**Your response to another student’s posting is to be posted in the appropriate forum by 11:59pm CST on Sunday of each week - *only exception is during Week 11.***

Try to respond to postings which haven’t already been responded to, or which have fewer responses. Please do not respond to a classmate by only saying, “I agree with your post, great job!” You need to elaborate as to “why” you agree or disagree and try to support your response/feedback with references as well. The discussions are designed to help you clarify your thinking and compare your opinions to those of others.  Any opinion, backed by solid research, lends itself to a stronger position.

When posting your answer and your responses to other students’ answers, be sure to use correct grammar, punctuation, and syntax. All posts should be checked for spelling and grammatical errors before posting them. Remember that you are communicating with others and correct English usage is critical because you are expecting others to understand what you are saying. It would be helpful to type out your answer/response, spell and grammar check, then proofread once more before posting. Improper grammar, punctuation, and/or syntax will reduce your grade.

Also be aware that derogatory comments, bad language, and rudeness will not be tolerated. Disagreement is fine and open discussion is encouraged, as long as it is done with respect and tact. **Postings which are derogatory in nature will be immediately removed and your grade will be significantly reduced**.

**Deductions: 1 point for each day the response to another student’s posting is late.**

4. **Exams:** There will be 4 exams given and you will have 90 minutes to complete each test. Some questions will be from the book only, some from the lessons only, and some from both - you need to be familiar with the information contained in all required readings. Just because we do not cover something in the class, does not mean it will not be on the test. Once again, it is up to you to read and study all the chapters assigned. Questions may consist of multiple choice, true/false, matching, short answer, and/or essay/critical thinking exercises. The exams will be open book and open notes (not open friends or spouse). You should take the test as if you were in a classroom and allowed to use your books and notes.  Even in a classroom, you still would not discuss the questions with someone else before or during the test.Even though the test is open book and notes, you will not be able to answer the questions correctly if you have not read the assigned material - both the lessons and the chapters. You will not have any problems with these as long as you have read the assigned material. If you encounter technology problems, contact me immediately.

**Deductions: 1 point for each day an exam is late.**

5. **Car Seat Use Project:** What are the laws in your state governing automobile safety seats for infants and young children? How seriously do most people take the requirement to restrain a child while riding in the car? What are the options for poor families? If you were a passenger of a car and the driver did not restrain his/her child, would you say something?

After answering those questions, choose **two** of the following activities to complete.

1. Contact your local hospital obstetrics unit to see if they have an infant car seat loaner program. Who is eligible? What are the terms of the loan?
2. Check into a baby equipment store or use online resources to locate car seats. What are the differences in equipment? How much do they cost? Will the same seat be used by a newborn and by a toddler?
3. Interview a parent of young children about car seat use. Inquire as to how often the seat is used, how parents get recalcitrant children to use the car seat, and whether there have been any problems.
4. Do a naturalistic observation on a busy Saturday morning at a grocery store, shopping mall, or similar public location. Keep track of how many cars you see with infants and young children. Of those cars, how many have the children restrained in car seats? In other words, what proportion of the drivers is compliant with your local law?

**\*This project will be graded on the basis of content, clarity, neatness, spelling, grammar, and sentence structure. The project must be typed, a Microsoft Word Document, margins have to be set at 1 inch, and font must be 12 points (using the common font Times New Roman). APA format is required, must be at least 600 words, and contain at least 1 reference.** **Attach and submit paper through the assignment link that will be provided in class.**

**Deductions: 1 point for each day the Car Seat Use project is late.**

6. **Media Images of Teens Project:** It's time to watch TV!! The goal of this activity is to systematically examine television images of adolescence, compare them to real teens, and draw some conclusions. Brainstorm a list of television shows that are explicitly aimed at teens. From your brainstormed list, choose **two** shows that represent different content (i.e., comedy, reality, drama, etc.). For **each** show you watch, include the following information:

1. List the characteristics of the adolescent characters you see. Include physical characteristics, clothes, behaviors and attitudes, interactions with others, and personality traits. Be sure to include demographic information, that is, race or ethnicity, social class, and education level. Remember that you are trying to describe the character on the program, not the actor (although with reality-style shows, it may be hard to tell the difference).

2. Talk about the television images of teens. How well do these images fit with what you know about real life? Are television teens smarter, prettier, richer, thinner or more physically developed, less likely to get in trouble, more or less likely to drink or use drugs, and/or more or less likely to be sexually active than real teens?

3. How realistic are the media images? What purposes do the media images of teen serve? Why does television show teenagers in these particular ways? Discuss the concepts of “modeling” and “imitation.” Can you give real life descriptions of how you or someone you know adopted dress or behaviors based on TV or media models?

**\* This project will be graded on technical requirements, understanding of the topic, writing mechanics, and analysis and evaluation. The project must be typed, a Microsoft Word Document, margins have to be set at 1 inch, and font must be 12 points (using the common font Times New Roman). APA format is required, must be at least 800 words, and contain at least 2 references.Attach and submit your paper through the assignment link that will be provided in class.\***

**Deductions: 1 point for each day the Media Images of Teens project is late.**

**Grading Criteria:**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

**Reminder: Discussion questions are to be posted in the appropriate forum by 11:59pm CST on Saturday of each week. Your response to another student’s posting is to be posted in the appropriate forum by 11:59pm CST on Sunday of each week. You will be notified if there are any changes.**

**Week #1: May 27 – June 2** ***Entering a Child's World***

\*Read Syllabus

\*Send email confirmation, from your WBU email address, to cari.wood@wayland.wbu.edu that syllabus was read and understood.

\*Introduce yourself in the Discussion Board under the forum "Welcome." Post a photo if you would like!

\*Read Chapter 1 - *Studying A Child’s World*

\*Read Chapter 2 - *A Child’s World: How We Discover It*

\*Discussion Assignment #1 (two discussion questions). ***Reminder,******if you are late receiving your textbook, you can still answer Week 1 discussion questions and participate in class by reading my lectures and researching the answers on the Internet or other Psychology books you may have.***

**Week #2: June 3 – 9** ***Beginnings***

\*Read Chapter 3 - *Forming a New Life: Conception, Heredity, and Environment*

\*Read Chapter 4 - *Pregnancy and Prenatal Development*

\*Discussion Assignment #2 (two discussion questions)

**Week #3: June 10 – 16** ***Beginnings***

\*Read Chapter 5 - *Birth and the Newborn Baby*

\*Discussion Assignment #3 (two discussion questions)

\***Exam #1** **(chapters 1-5; due Sunday, June 16th, by 11:59pm CST)**

**Week #4: June 17 – 23** ***Infancy & Toddlerhood***

\*Read Chapter 6 - *Physical Development and Health during the First Three Years*

\*Read Chapter 7 - *Cognitive Development during the First Three Years*

\*Discussion Assignment #4 (two discussion questions)

**Week #5: June 24 – June 30** ***Infancy & Toddlerhood***

\*Read Chapter 8 - *Psychosocial Development during the First Three Years*

\*Discussion Assignment #5 (one discussion question)

\***Car Seat Use** **Project** **(due Saturday, June 29th, by 11:59pm CST)**

**Week #6: July 1 – 7**  ***Early Childhood***

\*Read Chapter 9 - *Physical Development and Health in Early Childhood*

\*Discussion Assignment #6 (two discussion questions)

**\*Exam #2 (chapters 6-9; due Sunday, July 7th, by 11:59pm CST)**

**Week #7: July 8 – 14** ***Early Childhood***

\*Read Chapter 10 - *Cognitive Development in Early Childhood*

\*Read Chapter 11 - *Psychosocial Development in Early Childhood*

\*Discussion Assignment #7 (two discussion questions)

**Week #8: July 15 – 21** ***Middle Childhood***

\*Read Chapter 12 - *Physical Development and Health in Middle Childhood*

\*Read Chapter 13 - *Cognitive Development in Middle Childhood*

\*Discussion Assignment #8 (two discussion questions)

**\*Exam #3 (chapters 10-13; due Sunday, July 21st, by 11:59pm CST)**

**Week #9: July 22 – 28** ***Middle Childhood & Adolescence***

\*Read Chapter 14 - *Psychosocial Development in Middle Childhood*

\*Read Chapter 15 - *Physical Development and Health in Adolescence*

\*Discussion Assignment #9 (two discussion questions)

**Week #10: July 29 – August 4** ***Adolescence***

\*Read Chapter 16 - *Cognitive Development in Adolescence*

\*Discussion Assignment #10 (one discussion question)

**\*Media Images of Teens Project (due Saturday, August 3rd, by 11:59pm CST)**

**Week #11: August 5 – 10** ***Adolescence***

\*Read Chapter 17 - *Psychosocial Development in Adolescence*

\*Discussion Assignment #11 (two discussion questions)

**\*Final Exam** **(chapters 14-17; due Saturday, August 10th, by 11:59pm CST)**

**Evaluation:**

1. Discussion Assignments: 100 points (20 discussions at 5 points each)

2. Interaction with Classmates: 22 points **(2 points each week)**

\*\*this can be the difference between a letter grade\*\*  
3. Exams: 200 points (4 examinations at 50 points each)  
4. Car Seat Use Project: 25 points

5. Media Images of Teens Project: 30 points

**Total Possible Points: 377**

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| **Grading:** |
| 377 - 340 = A 339 - 302 = B 301 - 264 = C 263 - 227 = D 226 or less = F |

***NOTE:* Assignments will be graded on Monday and Tuesday from the previous week. I will send an announcement in class regarding when your Car Seat Use project and Media Images of Teens project will be graded since each assignment takes longer to grade. Grades can be found by clicking the "Tools" tab located on the left side column of class and then click "My Grades."**

**Academic Catalog:** [**http://catalog.wbu.edu**](http://catalog.wbu.edu)

**About the Class Schedule/Syllabus:**

A syllabus is not a contract between instructor and student, but rather a guide to course procedures on attendance, requirements, grading, objectives, and class topic and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Students will be notified.

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**Wayland Baptist University**

**Statement on Plagiarism and Academic Dishonesty**

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's ***writing or ideas*** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

* Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.
* Paraphrasing the ideas presented in any source or oral discussion without ***appropriate citation***. Using the evidence and conclusions of any source as the controlling framework for one’s own paper.
* Recycling work from a previous or current course, whether your own work or another student’s work.
* Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute ***appropriate citation*** of any source:

* Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
* Placing borrowed text directly from another source within “quotation marks.”
* Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).
* Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

* Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
* If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to

the university executive vice president/provost, as per university policy. ALL CASES OF

ACADEMIC DISHONESTY WILL RE REPORTED.

* Per university policy as described in the Wayland Academic Catalog, second offenses

WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

* In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Policy 8.4.1 Attachment Inception 10/08/2014