



Child Psychology (Psychology 201-001)



Associate Professor: Stephen Hupp, Ph.D. **Semester:** Spring 2012
Office: Alumni Hall, Room 0137 **Course Time:** Tue & Thu 11:00-12:15
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Phone: (618)650-3280 **Office Hours:** T & Th 9:20-10:50 am
Co-teach: Sarah Owens (saowens@siue.edu)
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Textbook: Kail (2010). *Children and Their Development* (5th Edition)

Date	Topic	Due
Jan 10	Introduction to Course	
Jan 12	Science of Child Development (Chap 1)	
Jan 17	Research in Child Development	
Jan 19	Genetics (Chap 2)	
Jan 24	Prenatal & Newborns (Chap 3)	
Jan 26	Using PsycINFO to Evaluate the Media <i>(aka How to Write a Good Research Paper)</i>	Bring your syllabus!
Jan 31	<i>Special Topic</i>	
Feb 2	<i>Catch up</i>	
Feb 7	EXAM #1	EXAM #1
Feb 9	Growth, Health, Sleep (Chap 4)	
Feb 14	Attentional Processes & ADHD	
Feb 16	Percept/Motor Development (Chap 5)	
Feb 21	Cognitive Theories (Chap 6)	
Feb 23	Cognitive Processes (Chap 7)	
Feb 28	<i>Catch up and Special Topic</i>	
Mar 1	EXAM #2	EXAM #2
Mar 6	<i>SPRING BREAK</i>	
Mar 8	<i>SPRING BREAK</i>	
Mar 13	Intelligence (Chap 8)	
Mar 15	Language and Communication (Chap 9)	
Mar 20	Pervasive Developmental Disorders	Paper Due: <i>Primary Turn-In Opportunity</i>
Mar 22	Emotional Development (Chap 10)	<i>Second Turn-In Opportunity</i>
Mar 27	Anxiety Disorders of Childhood	<i>Third Turn-In Opportunity</i>
Mar 29	Understanding Self & Others (Chap 11)	<i>Last Chance for Full Credit</i>
Apr 3	<i>Catch up and Special Topic</i>	
Apr 5	EXAM #3	EXAM #3
Apr 10	Morals (Chap 12)	
Apr 12	Gender and Development (Chap 13)	
Apr 17	Family Relationships (Chap 14)	
Apr 19	Influences Beyond Family (Chap 15)	
Apr 24	The Medicated Child	
Apr 26	<i>Catch up and Special Topic</i>	
May 2	WEDNESDAY from 10:00-11:40	EXAM #4

Grading System

1. Paper (100 points)
2. Exam #1 (100 points)
3. Exam #2 (100 points)
4. Exam #3 (100 points)
5. Exam #4 (100 points)

Final grades are as follows:

- 450-500 points (90-100%) = A
 400-449 points (80-89%) = B
 350-399 points (70-79%) = C
 300-349 points (60-69%) = D
 below 300 pts (below 60%) = F

Enter Your Grades Here:

Exam #1 = _____ %

+ Exam #2 = _____ %

+ Exam #3 = _____ %

+ Paper = _____ %

Final Exam Calculator.+ Extra pts = _____ (maximum is 5 pts)Subtract your **Subtotal** score from 450.
 = SUBTOTAL


450 - _____ = _____ % is needed on the Final Exam for an 'A'.

If the above percentage is 100 or lower, then that is what you need to get an 'A'. If the percentage is greater than 100, then you cannot get an 'A' in which case you can calculate what you need for a 'B' by subtracting your original **Subtotal** score from 400...

400 - _____ = _____ % is needed on the Final Exam for a 'B'.

If the above percentage is 100 or lower, then that is what you need to get a 'B'. If the percentage is greater than 100, then you cannot get a 'B' in which case you can calculate what you need for a 'C' by subtracting your original **Subtotal** score from 350...

350 - _____ = _____ % is needed on the Final Exam for a 'C'.

If the above percentage is 100 or lower, then that is what you need to get a 'C'. If the percentage is greater than 100, then you cannot get a 'B' in which case you can calculate what you need for a 'D' by subtracting your original **Subtotal** score from 300...

300 - _____ = _____ % is needed on the Final Exam for a 'D'.

Course Overview. This course is designed to cover psychological and biological development of children from birth through puberty. Topics covered in the course focus on the following types of development: physical, motor, sensory, perceptual, cognitive, communication, emotional, social, moral, behavior, gender, family, and the community. Student participation and jokes are welcome and strongly encouraged.

Learning Objectives. 1) Students will demonstrate an understanding of theories regarding child development. 2) Students will demonstrate an understanding of genetics, prenatal development, birth, and newborns. 3) Students will demonstrate an understanding of physical, sensory, and cognitive development in children. 4) Students will demonstrate an understanding of communication, emotional development, and important relationships in children. 5) Students will demonstrate an understanding of the effect of gender on development. 6) Students will demonstrate an understanding of disorders common in childhood. 7) Students will enhance their critical thinking skills regarding the media and research. 8) Students will enhance their skills in using PsycINFO. 9) Students will enhance professional writing skills.

Exams

The only thing you need to bring to the exams is a *pencil*. There will be four equally weighted exams consisting of multiple choice items. Exams will cover lecture, textbook readings, in-class activities, films, and tweets (from Twitter Tuesdays...see below). Emphasis will be placed on material covered in both lecture and readings. **The first exam has a few questions that test your knowledge of some of the most important points made on this syllabus (to help you study, the most important points are in *bolded italics*).** The fourth (final) exam is not cumulative.

You are required to attend all four exam days. ***If you are unable to take one of the first three exams due to an extreme emergency you must contact Dr. Hupp and may take 1 “make-up” exam immediately following the next exam; however, this is discouraged because it will be difficult to study for two exams at the same time. Also, many of my make-up exams are all essay questions.*** In the unlikely event that you are unable to attend the fourth (final) exam due to an extreme emergency, you must contact Dr. Hupp as soon as possible and have written documentation of the emergency.

Twitter Tuesdays {{{NEW IN 2012}}}

I am excited to announce Twitter Tuesdays. For this course, you will be required to sign up at www.twitter.com. It is easy and free. You then need to start following me (@StephenHupp). I won't tweet too often, and I'll primarily tweet on Tuesday afternoons (between 2:00-10:00pm). I use Twitter only for professional purposes, so you won't have to read about my personal life. My tweets will all be related somehow to either the science of psychology or pseudoscientific practices. Many tweets will have links to related websites and articles.

Every exam will have at least one question about the content of my tweets (as long as you read the tweet, it should be easy to answer). If I give you a link to a website or article, you don't have to go to it. That is, you should be able to answer the test question just from the tweet alone. But, of course, you may want to go to the link since it will be so interesting! I won't tweet in the 36 hour period before an exam (and if I accidentally do, then it won't be on the exam).

Why Twitter Tuesdays? Three reasons: First, I often learn about interesting findings and resources related to our course, and want to share them with you before the next time we meet. Second, students often e-mail me information related to the course that I would like to share with the rest of the class (***so please feel free to email me things that you think relates to the course***). Third, I often want to share information with students even after they have finished my course, and this is a great way to do that (unless you stop following me).

Tips for Twitter: If you want to see all of my tweets in one place, you just need to click on my name. This way, when preparing for an exam, you don't have to scroll through everyone else's tweets to find mine. Also, I'd like to encourage you to use Twitter to follow a few other professional people or organizations. I just started following a social psychologist, @RichardWiseman, who has similar interests in psychology like me. I'm also following @PsychNews to get updates on psychology news.

Finally, don't worry...I won't follow you on Twitter, so you can still tweet about whatever you want without worrying about what I think.

Movie Research Paper

For this paper you will watch an ANIMATED MOVIE (i.e., cartoon, digitally animated, claymation) which is clearly marketed to children. You cannot use the same movie that I show in class as an example, and *you must choose a movie that starts with the first letter in your first or last name*. To assist you in choosing a movie, here is a website that lists animated movies (FYI: some recent movies are not on the list):

www.listology.com/list/every-animated-movie-ever-created-alphabetical

Goals of Paper:

- * Develop skills in **using PsycINFO**
- * Learn how to *summarize research in your own words*
 - * write *without plagiarism*
 - * write *without quoting* the research studies
- * Develop **library skills** in searching for research
- * **Apply research** to the media
- * Become **critical of messages** in the media and research
- * Follow **professional writing** guidelines and **instructions for this paper**

Format of Paper:

- * The paper should be **SINGLE-SPACED**
- * **FOUR OR MORE TYPED PAGES**
- * **12-POINT, TIMES NEW ROMAN FONT** with **1-INCH MARGINS**
- * On the **FIRST PAGE**, include your name, the movie's name, & the date
- * You must use either **APA or MLA STYLE** in your writing
- * Use several **SUBHEADINGS**, so it is easy to differentiate each section

Grading and Tips for Writing:

- * Write as if you would submit it to a professional **PSYCHOLOGY JOURNAL**
- * **NEVER USE QUOTES** from the research studies for this paper (always put it in your own words)
- * **NEVER USE PERSONAL** descriptions of yourself (e.g., "I think...", "I believe...", "me", "we", "our", etc.)
- * **DO NOT USE CONTRACTIONS** (e.g., "can't") in the paper at all
- * Perfect papers will often get a 99%. While **SCORES OF 100%** will be reserved for papers that go significantly above and beyond the requirements in some specific ways.

IMPORTANT! How to turn in the Paper:

- * The first page of the syllabus has dates for when the paper is due.
- * Turn in **ONE HARD COPY** of the paper that is **STAPLED**
- * Turn in **HARD COPIES** of each of the complete research **ARTICLES** with the paper
- * Put everything in a cheap **FOLDER** with your name on the front
- * In addition to the hard copy of the paper, you should **ALSO E-MAIL** the paper as an attachment to Dr. Hupp at sthupp@siue.edu.
- * *The subject line of the e-mail should say: Movie Research Paper Turn-In*
- * Note. The electronic copy of the paper will be electronically scanned for plagiarism. Also, sending the electronic copy is not a substitute for turning in the paper copy. *The entire paper will be considered late if the paper copy is not turned in at the right time.*

Sections of the Paper

Do not include a separate title page. You can include your name, etc. on the same page as the first section of the paper...

1. Messages in the Movie Section (1 page). While watching the movie, look for messages the movie sends to children. I am defining “messages” as phrases or short sentences (not single words or paragraphs). Some messages may be a major part of the plot (e.g., “You can always count on your family”) whereas some messages may be minor or even subliminal (e.g., “Pepsi tastes good”). On the first sheet of paper make a numbered LIST of at least 12 (or more) messages you found during the movie. You will be able to explain the messages in more detail later (i.e., see the next section). Here is what I mean by “a numbered LIST” (using positive messages in “Finding Nemo” as an example):

1. The first day of school is something to be excited about.
2. A disability can be a strength.
3. Family members should look out for each other

Divide the messages into at least 4 categories including:

- a) “**Positive Messages** for Children” (e.g., *reading is valuable*),
- b) “**Informative Messages** for Children” (e.g., *clown fish have stripes*),
- c) “**Misinformative Messages** for Children” (e.g., *fish can talk*),
- d) “**Negative Messages** for Children” (e.g., *kids with braces are mean*).

Include at least 3 messages in each of these categories. If you like, you may include additional categories (with any label you devise). Thus, the first page is simply a list, broken down into a few categories, of the messages you found.

2. Brief Synopsis & Message Discussion Section (½ to 1 page). Write a brief summary of the movie. **Make sure this summary is in your own words**, and do not “ruin the ending” for the reader. Then, choose just a few major messages in the movie. Explain them in more detail. Include in your discussion where in the movie you found those messages and why you included them in a certain category of your list.

3. First Research Study Section (about 1 page). Find a **research STUDY** which somehow/someway relates to one or more of the messages you found. That is, if you listed something as a negative message (e.g., “hitting other people helps you get what you want”), find a research study which somehow/someway relates to this message for children (e.g., any research on childhood aggression will do). Alternatively, you could also find research related to a positive message. **Make sure you use a research article in which they conducted their own experiment and collected their own data. Do not use review papers or opinion papers to support your points. Research articles always include a method/procedures section and a results section.** Sometimes one article has more than one study in it, but that still only counts as one article. **Use ONLY articles that can be found from the PsycINFO database, and use articles from “Peer Reviewed Journals”.**

Make sure you write about the study in your own words. When you write this paper YOU SHOULD NOT EVER COPY THE AUTHOR’S WORDING. You should spend **EXACTLY FOUR** good paragraphs describing the research study. For example, in the *first paragraph*, describe the methods of this study (i.e., Who were the participants? Where was the study setting? What were the independent and dependent variables? What was the research design? What were the procedures used? What were the hypotheses?). In the *second paragraph* describe the results of this study (i.e., What were the primary results? Were there other interesting findings?). In the *third paragraph* summarize (in your own words) what the authors of this study considered to be strengths and weaknesses of the study (i.e., this is found in their discussion section). In the *fourth paragraph* include your own critique of this study (e.g., How does it relate to a movie message? Was the study worthwhile? What should they have done differently? What should they do next time? How could your profession benefit from knowledge of the study? etc...). You may also add how movie makers could have used research to make their movie better for children.

4. Second Research Study Section (about 1 page). Find a **SECOND RESEARCH STUDY** that also relates to one of the messages you found (it can be the same message or a new message). This article should also be a study in which they collected their own data. ***Make sure you write about this study in your own words.*** **Additionally, USE THE SAME 4-PARAGRAPH STRUCTURE** as described for the first study.

5. Conclusion Section (1 good paragraph). **Add a final full paragraph in which you add a conclusion to your paper. You decide what to include in this section. In previous semesters, this is the section that the most people forget to add for some reason.**

6. References. Add a reference list in APA or MLA style. Here is an example of APA style for a reference section (look at it closely):

Hupp, S. D. A. & Allen, K. D. (2005). Using an audio cueing procedure to increase attention during parent training. *Child and Family Behavior Therapy, 27*, 43-50.

In-Text Citations. You can choose to use APA or MLA style for in-text citations. This paragraph will provide an example of APA style (if you would rather use MLA style, you can get handouts from the SIUE Writing Center). In APA style, there are basically two ways to cite your study within the text. First, you can put the citation at the end of the sentence in parentheses, as in the next sentence: A study examined the effects of behavioral treatments for ADHD (Gulley et al., 2003). Second, you can also start the sentence off with the study, as in the next sentence: Gulley et al. (2003) examined the effects of behavioral treatments for ADHD.

How to Get Research Study Abstracts: You will need to use PsycINFO to search for articles. Here's how to find PsycINFO (as of the time I wrote this syllabus):

1. go to the SIUE Library webpage (www.library.siue.edu)
2. under the "Find" section, click "Journals, Magazines, and More"
3. then click "All Databases And eResources"
4. scroll all the way down so you can click on "PsycINFO"
5. before you search a term: mark the "Title" circle instead of the "Keyword" circle (this makes for a more precise search, in my opinion)
6. type in a search word (such as "aggression") and then click the "Search" button
7. wait a few moments until you can scroll down and then click on the "View Abstract" of study titles you find interesting, so you can read the study's abstract
8. read several abstract references and decide which studies you want to get (choose more than two studies so you can choose the best two after you have read them)
9. go get the actual research studies (see next section)

Note: if those steps do not work, ask a librarian (or me) for help.

How to Get Actual Research Studies (Do This Long Before the Paper is Due!!!):

After you use PsycINFO to read the abstracts and choose which studies you would like to get... **you need to get the actual study.** The abstract was just a brief, paragraph-long summary of the study, but it does not have enough information for you to write about the study in the paper. There are many ways to get your hands on the study:

1. On PsycINFO... after you read the abstract, you can click on "*Find Full Text*" to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click "*Ovid Full Text*" and/or "*PDF Full Text*". Then you can directly view the article from the internet.
3. Also, on the SIUE Library homepage, you can go to the "Find" section, click on

“Journals, Magazines, and More” and then click on “By Title” for some journals. Type in the journal name and go from there.

4. You can find some of the studies by using Google Scholar.
5. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

Course Policies

Assignment Due Dates: If any part of the assignment is turned in after the due date, the grade for the entire assignment will **drop by an additional 15%** each business day until the completed assignment is turned in. **I always take off 15% each day an assignment is late, even if you are very sick or had some other emergency (Note: if you get a late paper in by the last exam, you can still get up to 40%). Here is a list of the late fees:**

One day late.....-15%
Two days late.....-30%
Three days late.....-45%
Four or more days late.....-60%
After the last day of class.....-100%

Late assignments may be given to office workers (in the psychology office), but make sure you have the office worker write the date and time the assignment was turned in along with their signature. The psychology office is open from 8:00 am until 4:29 pm.

Accommodations for Disabilities: Notify the instructor of any needed accommodations for documented disabilities at the beginning of the course. Also, “according to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.”

Attendance Policy: Daily attendance is expected. See the “Exams” section for how to handle emergencies during Exams. If you miss other class days, you are responsible for acquiring the notes from a peer. I do not give out notes or post them on the internet/Blackboard.

Withdrawal from Classes and Incomplete Grade Policies: ***All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term.*** When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (PLEASE READ the Department of Psychology’s Statement):
“Plagiarism includes either presenting someone else’s words without quotation marks (even if you cite the source) or presenting someone else’s ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. ***When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.***

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that ***“Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.”*** (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at www.siu.edu/education/psychology/plagiarism.shtml.

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

The Psychology Department’s Policy on Course Evaluations: “Students will not be eligible to take the final exam in this course unless they first complete a course evaluation. The procedure for completing the confidential, anonymous and brief course evaluation online will be described toward the end of the semester. The evaluation allows students to print a proof-of-completion page (after responses are electronically submitted) and this page should be presented to your professor before the final exam.” See more instructions below...

Instructions for Course Evaluation (Unless Otherwise Noted)

Thank you for your willingness to complete a brief, anonymous evaluation of this course. Please complete it as soon as possible but **no later than the day before the final exam.**

NOTE THIS CRUCIAL INFORMATION: “When the online course evaluation is complete, you will see a page of final instructions that proves you have completed the evaluation. You must **PRINT** this page of final instructions and bring it to the final exam session. (The page contains none of your confidential responses, just instructions.) **You are required to bring printed proof of having completed the course evaluation in order to take the final exam.**

To access the 5-min. evaluation, please visit: <http://tinyurl.com/siuepce>
[“siuepce” stands for *SIUE Psychology Course Evaluation*]

You will need the following information to complete the course evaluation:

Your course number is: **Psyc 201**

Your section number is: **001**

The name of your course is: **Child Psychology**

Your professor’s last name is: **Hupp**

(Don’t forget to print the proof!)

General Study Guide
Dr. Hupp's Psychology 201 Exams

1. **Come to class every day.** The exams are designed to reward good attendance.
2. ***Read and study the corresponding chapter before (or right after) each class.*** Do not wait until right before the test to read all of the chapters at one time.
3. **Take good notes.** Do not simply copy everything you see on the PowerPoint and then stop writing. After most PowerPoint phrases, I go on to add additional information. For example, the PowerPoint may have a Key Term on it, and then I'll *say* the meaning of the term. Thus, you should write down what I say in addition to what is on the PowerPoint. On the other hand, do not feel obligated to write down every example, clinical experience, or personal story I say...mostly, those are meant to give you a break from writing and to paint a more complete picture for you.
4. **Study the notes very closely.** Break the notes into little chunks of information and ***make flash cards*** (or choose some other strategy that works best for you). Also, occasionally step back, and look at the big picture within each chapter.
5. **Compare the notes to the book chapter.** If it was in both the book and the notes, then there is a very good chance it will be on the exam. Study those parts of the book very closely.
6. **Do the "Check Your Learning" Exercises** at the end of each chapter.
7. **Learn all of the key terms** in bold in each chapter.
8. **Learn at least one example of each key term.**
9. **When you watch a class video, write down the main messages of the video.**
10. **Talk about what you have learned with someone else...**that really promotes retention of material!
11. Keep updated with **Twitter Tuesdays!**
12. If you have done all of the above, and you are still unhappy with your test grades...then **please come see me**, and we'll try to figure out how you can do better next time.