

## COURSE SYLLABUS

Division: Theoretical and Behavioral Foundations  
Program Area: Educational Psychology  
Course: EDP 5450 Child Psychology  
Course Ref. No.: 30133  
Section: 002  
Credit Hours: 2 or 3 credits  
Term / Year: Summer 2009  
Location: 169 Education Building  
Day / Time: Wednesday 4:30 – 8:10 PM  
Instructor: Paul G. Chrustowski, Ph.D.  
Phone: Mobile: (586) 942-6763  
E-mail: ak0070@wayne.edu or  
cspych@cavtel.net  
Website: www.drchrustowski.com  
Office Hours: Before or after class or by appointment

### Course Description:

Basic concepts, research findings and problems regarding child, pre-adolescent and early adolescent developmental needs as they apply to school and home environments; includes study of exceptional children and those with cultural differences.

### Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate a solid foundation of knowledge based on theory and research in child development.
2. Demonstrate an in-depth understanding of critical factors contributing to individual differences in child development, including biological, cognitive, socio-emotional, social, and cultural influences.
3. Demonstrate the ability to integrate theoretical concepts and research findings into an understanding of children.

### Required Text:

Santrock, J. W., (2009). *Child Development* (12<sup>th</sup> ed.). Boston: McGraw-Hill.

### Assignments:

1. Complete reading assignments as listed in the class schedule prior to lecture and participate in lecture discussions.
2. Each student will conduct a comprehensive interview of a child (age 6-12) and his/her parent(s)/guardian(s) and write a 3-page summary which describes the child in terms of cognitive, physical, social, and emotional development as well as key influences in his/her development thus far. (See more detailed explanation in syllabus appendix).

3. In addition, students taking the course for 3 credits will complete a five-page paper summarizing at least five empirical research articles on a selected topic of child development. (See more detailed explanation in syllabus appendix).

**Evaluation & Grading:**

The following is the grading scale of the Educational Psychology Department:

A	93 - 100%
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	70 - 76.9%
F	69 and below

The final grade will be comprised of the following:

For 2 Credit Course		For 3 Credit Course	
Quiz #1	14.5%	Quiz #1	13%
Quiz #2	14.5%	Quiz #2	13%
Quiz #3	14.5%	Quiz #3	13%
Quiz #4	14.5%	Quiz #4	13%
Quiz #5	14.5%	Quiz #5	13%
Quiz #6	14.5%	Quiz #6	13%
Interview Project	13%	Interview Project	11%
	<hr/> 100%	Research Paper	11%
			<hr/> 100%

**Quizzes**

Because of the abbreviated nature of summer semester, *NO* Exams will be given per se. Instead, brief quizzes will be given weekly on the two to three chapters of material covered in the previous lecture. Quizzes will be multiple choice with occasional short answer questions. Each quiz (other than the first) will have one question which requires you to try to integrate the new material to a previously covered topic to promote a continuous accumulation and integration of knowledge.

It is my policy that if half the class or more gets a quiz item wrong, I view that as an inadequacy in my coverage of that segment of the material or a poorly written question more so than a failure on the students' part. If half the class or more gets a quiz item wrong, that item is dropped, and the quiz score will be calculated based on your percentage correct of the remaining items.

In addition to constituting a significant portion of your grade, these quizzes have other important purposes including: 1.) determining if we need to review some concepts more thoroughly or move on to a new topic, 2.) encouraging completion

of assigned readings, 3.) encouraging regular lecture attendance, 4.) encouraging review of lecture notes rather than “cramming.” We will have 7 quizzes. Students will have the option of dropping their lowest quiz grade at the end of the term.

### **Class Policies:**

- Students are expected to attend each class session at the assigned time and with the assigned readings completed.
- Most lecture notes are available for download by students on the instructor’s website, [www.drchrustowski.com](http://www.drchrustowski.com). Students are highly encouraged to download notes for lectures and the week’s group discussion activity prior to class.
- If you plan to miss a class, please alert the instructor beforehand via phone or e-mail and arrange to obtain lecture notes. If a student misses a quiz without prior notification of the instructor of the absence, the quiz score will be zero. If a student misses a quiz with prior notification, there will be no penalty, and the student will have the option of a make-up quiz.
- Students will be expected to submit the completed project(s) on the scheduled date. In the case of any emergencies that prevent you from doing so, please alert the instructor beforehand. Grades of incomplete are discouraged and cannot be granted without written request by the student.

### **Academic Dishonesty:**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. It is each student’s responsibility to read these documents and to be aware which actions are defined as academic dishonesty. You will sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help when needed, and make smart decisions about their academic work.

\*\* All written assignments must be submitted to the instructor electronically for submission to the university’s plagiarism-detecting software. \*\*

### **Attention Students with Disabilities:**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with you ability to fulfill the requirements for the successful completion of this course, you

are strongly encouraged to contact Educational Accessibility Services (EAS) in room 1600 Undergraduate Library to request accommodations. EAS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365

**Typical Structure of Class** (subject to change based on class progress and needs):

4:30 – 4:45 Small group in-class discussion application/review activity.

4:45 – 4:55 Presentation of the results of the group activity.

4:55 – 5:15 Quiz

5:15 – 5:30 Break

5:30 – 5:35 Review of quiz answers

5:35 – 6:45 Lecture on new topic

6:45 – 7:00 Break #2

7:00 – 8:10 Continue lecture of new material

**Class Schedule:** *(subject to change based on class progress and needs)*

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Class 1: July 1	Course overview; The Nature of Child Development; Biological Beginnings	Course syllabus, chapter 1 chapter 2
Class 2: July 8	Prenatal Development and Birth; Physical Development and Health	chapter 3 chapter 4
Class 3: July 15	Motor, Sensory, and Perceptual Development; Cognitive Developmental Approaches	chapter 5 chapter 6
Class 4: July 22	Cognitive Development: Information Processing; Intelligence	chapter 7 chapter 8
Class 5 July 29	Language Development; Emotional Development	chapter 9 chapter 10
Class 6: August 5	The Self and Identity; Gender; Moral Development	chapter 11 chapter 12 chapter 13

<u><i>Date</i></u>	<u><i>Topic</i></u>	<u><i>Reading Assignment</i></u>
Class 7: August 12	<b>Child Interview Due Research Paper due for 3 credit course</b>  Social Context of Development: Families; Peers; Schools and Achievement	chapter 14 chapter 15 chapter 16
Class 8: August 19	Culture and Diversity	chapter 17

## Appendix

### Explanation of Child Development Interview Project

This project is required for all students. Choose a child (age 6-12). Interview the parent(s)/guardian(s) and the child separately. Try to get sufficient information to be able to describe the “big picture” with regards to the child’s physical, cognitive, social and emotional development. Integrate the information from both interviews into a 3-page summary which reflects your understanding of the various aspects of child development as learned from the class and text. Describe how the child’s perceptions of his/her development are the same or different from the parent(s)/guardian(s)’.

You need to obtain informed consent from the parent(s)/guardian(s) before interviewing the child using the attached form. Explain to the parent(s)/guardian(s): 1. The project is for a graduate-level Child Psychology class, 2. Information gathered through the interviews will be shared only with the instructor and not with other people, and 3. That in writing up the summary, an alias will be used, and attempts will be made to minimize stating things that will specifically identify the child or family. Before undertaking the child interview, be sure you fully enlist their cooperation and obtain the child’s assent. Describe in simple terms what you and the child will be doing.

Specifications for the paper: The summary must be typed, 12-point font, double spaced with one inch margins. Please insert page numbers. Assign a title to your paper and place it on the top of the first page with your name in the upper right corner. The final paper must be emailed to the instructor before 4:30 pm on the due date. If you use materials from articles or your textbook, be sure you cite the references in the paper using APA format and insert a references section at the end of the paper. (See document provided to students entitled *General Comments about Writing APA Style*)

Use the following to guide your interview, but it is not required that you limit yourself to these specific categories. When interviewing parent(s)/guardian(s), start with broad, open-ended questions (“Tell me about your child.”), and then use specific questioning to fill in the gaps.

#### Information to seek from parents:

Attitude toward pregnancy? Was the child planned?

Prenatal health? Length of pregnancy? Type of deliver—vaginal, C-section?

Any complications with labor or delivery? Birth weight? Infants health, color, alertness upon delivery?

Early temperament? Regularity of feeding/sleeping habits?

Attainment of developmental milestones: crawling, walking, talking, toileting?

Child's health? Any significant illnesses, injuries, hospitalizations? Need for medications?

Parent's assessment of child's personality and behavior? Shy or outgoing? Active or passive? Laid back or anxious? Etc.

Any significant trauma? Losses? Disaster? Stresses?

Information to seek from child:

First, make note of *Observations*. How does the child appear? Physical development? Appropriate for age?

What is their mood and outward expression of their emotions?

How is their activity level and level of attention?

How is their speech and language skills?

Inquire about *Home factors*: Parent-child relationships? Siblings? Pets? Living arrangements? Family activities? Responsibilities? Socioeconomic status? Discipline?

Inquire about *School factors*: Relationships with teachers? Friends? Attitude toward teachers? Attitude toward friends? Victim of bullying? Academic history? Current grade placement? Type of school—public, private, etc.? Grades? Favorite subjects? Areas of difficulty? Academic confidence? Extracurricular involvement?

Inquire about *Neighborhood/Community factors*: Peer groups? How do they remain safe in the community? Involvement in groups or activities outside of school, e.g. sports, dance, parks & rec?

Inquire about other sources of *Support*: Involved in church or religious group? Presence of extended family? Frequency of extended family get-togethers?

Inquire about *Life Events*: Any significant trauma? Losses? Disaster? Stresses?

Feel free to ask other questions as necessary.

## Scoring Rubric for Child Development Interview Project

Criteria	1	2	3
Summary complies with technical specifications (e.g. margins, length, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall writing style is clear, concise, organized, and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write-up is free of grammatical and typographical errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any citations are in appropriate APA style (3 if N/A).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References (if any) are listed in References section in APA style (3 if N/A).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent interview is thorough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child interview is thorough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary describes child's physical development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary describes child's cognitive development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary describes child's social development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary describes child's emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary describes any outside influences on development, positive or negative (e.g. trauma/loss, social supports).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary compares child's perception of his/her development to that of parent(s)/guardian(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary integrates data yielded from interviews to theories described in lecture and text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL POINTS (of possible 42)</b>			

- Legend:
- 3 points – perfect, thorough, meets all specifications or criteria
  - 2 points – partially meets specifications or criteria; not perfect but only minor errors or omissions
  - 1 point -- did not meet specifications or criteria; too many omissions or errors

## Explanation for Research Paper for 3-Credit Option

Select one research question from the following:

1. What Is the Impact of Parental Employment and Subsequent Reliance on Daycare during a Child's Infancy?
2. Does Parental Marriage Improve the Living Standards and Development of Children?
3. Does Divorce Create Long-Term Negative Effects for Children?
4. Is Gay Adoption and Foster Parenting Healthy for Children?
5. Are Federally Funded Music and Arts Programs in Public Schools Really Beneficial to Children?

Once you have your research question, find at least 5 empirical research articles which address the issue you selected. These are not case studies, opinion articles or theoretical articles. This means scientific studies have been done to research that question. Typically, empirical research involves random sampling of a group of people, obtaining some quantifiable data through questionnaires or other measures, running statistical data, and making conclusions based on the data, not on the author's opinion.

Try to summarize each of the articles, and integrate the data. Are they consistent? If so, how do they support each other in providing a definitive answer to the question? If the research on the question is not consistent, how do they differ? What about how the research was conducted might account for those differences? Your summary should be at least five pages in length (not including your references page) and comply with APA publication specification with regard to the mechanics and style of the paper, the way you cite references, and the structure of the references page. (See document provided to students entitled *General Comments about Writing APA Style*)

### Scoring Rubric for Research Paper for 3-Credit Course

Criteria	1	2	3
Summary complies with technical specifications (e.g. margins, length, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall writing style is clear, concise, organized, and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write-up is free of grammatical and typographical errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles chosen for the paper are empirical research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key findings of all five articles are adequately summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similarities and differences in the findings are discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary thoroughly answers the chosen research question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All points from the articles are appropriately cited in APA style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List of references is in appropriate APA style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL POINTS (of possible 27)</b>			

- Legend:
- 3 points – perfect, thorough, meets all specifications or criteria
  - 2 points – partially meets specifications or criteria; not perfect but only minor errors or omissions
  - 1 point -- did not meet specifications or criteria; too many omissions or errors