FOUNDATIONS OF CHILD & ADOLESCENT PSYCHOLOGY - FALL 2012

PROFESSOR: Rebecca A. Marcon, Ph.D.
OFFICE: Bldg. 51, Room 3205  (620-1639)
OFFICE HOURS: MW:  10:30 - 11:45 pm; 2:45 - 3:30 pm; and by appointment
EMAIL: rmarcon@unf.edu


*My Virtual Child* – Student Access Code Card, 2nd edition
Register at www.myvirtualchild.com/register.html ➔ Your Class ID is 5078

[Note. An access code is packaged with *Child Development* if purchased NEW from UNF bookstore and your text is ISBN: 9780205875108.]

[If your bought a used text or a text with a different ISBN you will need to purchase *My Virtual Child* online at www.myvirtualchild.com/register.html or separately at the UNF Bookstore.]

GOALS: The purpose of this course is to:

(a) provide a broad overview of the field of child and adolescent development [theories, research, and application] that will enable students to better understand human development from conception through adolescence; [CK1 Know Core Areas]

(b) develop critical thinking and familiarity with psychological research methods used to study child and adolescent development; [CK1 Know Core Areas; CT6 Evaluate Arguments]

and

(c) increase understanding and acceptance of individual differences in children’s and adolescents’ development. [CK1 Know Core Areas; CK3 Cultural Awareness; CT7 Apply Psychology; CS2 Articulate Concepts (written); CS3 Articulate Concepts (oral)]

EVALUATION:

Four scheduled multiple choice TESTS will cover assigned readings from the Feldman text and lectures. Each test will include 60 questions (approximately 15 questions per chapter), with each question worth 2 points. Test 1 will cover the introductory material and beginnings of life (CHAPTERS 1-4). Test 2 covers physical development (CHAPTERS 5, 8, 11, 14). Test 3 will cover cognitive development (CHAPTERS 6, 9, 12, 15). Test 4 will cover social development (CHAPTERS 7, 10, 13, 16). You will need a thick highlighter for tests. Scantrons are not needed. Each test is worth 120 points. No make-up tests will be given. A total of 480 points can be earned from tests.

Raising your VIRTUAL CHILD will contribute up to 65 points to your final grade. During the semester there will be small group discussion about your child’s progress. At the end of *My Virtual Child* program there are three questions that help you think about the pathways your child has taken through the first 18 years and what factors might have influenced your child's development. Your answers to
these three questions (one-page typed response for each question) are due at the beginning of class (noon) on Wednesday, November 7. Late papers will receive feedback but no credit. Your answer to the first question is worth up to 25 points, with answers to the second and third questions worth up to 20 points each.

An **OBSERVATION** of children at the UNF Child Development Research Center will worth up to 50 points. It is due at the beginning of class (noon) on Wednesday, September 26. Late papers will receive feedback but no credit.

Use the form included in this syllabus for your observation of children’s physical development. This observation MUST be completed at the UNF Child Development Research Center (located next to campus police). The center serves children ages 2½ (if fully toilet trained) to 10.

The Child Development Research Center (CDRC) hours of operation are Monday - Friday from 7am - 9pm. The office is open from 8am to 6pm, and is closed from 12:30-1:30 for lunch. You may begin observing after September 5. Please call (904-620-2372) to make an appointment (30 min) to conduct your observation. Don’t wait until the last minute. Only four observers are allowed per classroom or playground at any one time and this includes other UNF classes that may be observing. NO OBSERVERS ALLOWED FROM 12 to 2:30 (lunch and nap time). You may observe between 8:30-12 and again from 2:30 to closing. UNF Student ID REQUIRED - have it with you when you arrive to observe, and follow CDRC dress code (see CDRC class handout).

A **DEBATE** on five controversial topics covered in “From Research to Practice” (see text) will earn from 0 to 65 points. Students will sign up for one of the topics listed below, with a total of 12 students per topic. Within each topic, students will then be randomly divided into pro (affirmative) and con (negative) teams. Debates will begin at 12:30pm and will last for 20 minutes.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Date</th>
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<tbody>
<tr>
<td>TOPIC 1: Childhood vaccinations are dangerous and should be limited.</td>
<td>9/19</td>
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<tr>
<td>TOPIC 2: Physical punishment directed at children, including spanking, should be outlawed.</td>
<td>10/1</td>
</tr>
<tr>
<td>TOPIC 3: Educational toys and media help infants’ development.</td>
<td>10/15</td>
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<tr>
<td>TOPIC 4: Homework should be banned prior to 7th grade.</td>
<td>10/24</td>
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<tr>
<td>TOPIC 5: Child pornography laws should be enforced to deal with the problem of sexting.</td>
<td>11/14</td>
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</tbody>
</table>

Working in teams of six, you will explore the topic in more depth (than is presented in the text) by: (1) finding and reviewing studies referred to in the text’s coverage of the topic; (2) searching the Internet for any additional current information relevant to the topic; and (3) interviewing any local practitioners or experts to gain further insight into the issue. In researching the topic you will become familiar with evidence and arguments on both sides of the issue, although you will focus on building a case for your team’s assigned position. Select team members to fulfill each role needed for the debate (see debate format page in syllabus). Hold at least one team practice so you can help each other identify the strongest points and anticipate how the other side may attempt to refute your position. Be sure to stick to designated time limits for each component of the debate.

The debate will be graded by class members (up to 30 points), with the average score from class members added to the score received from your professor (up to 10 points). Additionally, your individual contribution to the team’s debate preparation (up to 25 points) will be assigned as an average of your own and each group member’s assessment of your contribution. Follow instructions on the form included in this syllabus.

**WRITTEN RESPONSES TO IN-CLASS QUESTIONS** will contribute up to 45 points in the final course grade. Some questions/activities may require an individual response and at times a group response will be required. These questions/activities will be dispersed throughout the semester. Responses are to be written in class (unless assigned in advance for My Virtual Child parent forum/update days), and turned in before leaving class. **No makeup questions will be assigned.** You must be present to participate in these questions/activities/discussions.
Class **PARTICIPATION** is expected of all students and will contribute up to 45 points in the final course grade. Each student is responsible for documenting his/her participation and submitting a suggested participation grade at the end of the semester. This grade is to be assigned in three parts using the form in your syllabus. Participation grades are due at the beginning of class (noon) on Monday, November 19.

**PREPARATION** for class involves completing assigned reading prior to class, studying for tests two or more days ahead of schedule, completing your observation in a timely manner, and meeting task deadlines assigned by your debate group. Students will be responsible for documenting preparation to participate, and a portion of the participation grade (up to 15 points) will be assigned accordingly.

**ATTENDANCE** is another important part of class participation. If you are not here or are frequently late or leave early, you cannot fully participate. Therefore, students will be responsible for documenting attendance, and a portion of the participation grade (up to 15 points) will be assigned accordingly. Missing more than 3 days of class is below average attendance and a grade of 10 or fewer points should be assigned. Points should be deducted for habitually arriving late to class and/or leaving class early. **Only those with perfect attendance should record a perfect grade of 15.**

**INVOLVEMENT** in the class will contribute up to 15 points and can be earned by thoughtful contribution to class discussion (whole or small group), volunteering for class demonstrations, asking higher-order questions, etc. If it is difficult for you to volunteer or talk in class, you may also document out-of-class participation for which you did NOT receive credit (e.g., attending announced events/lectures that did not earn credit, reading supplemental material other than what was used for your debate, viewing suggested videos that did not earn credit, applying new learning to real-life situations) to demonstrate your commitment and involvement in this class. Each student is expected to be an active learner who takes initiative in directing his or her learning experience in this course. You should, however, also be sensitive to the class size (60 students) and the fact that DEP 2002 is a lecture course. There will not always be time for class discussion, so quality of contribution is preferred over quantity. If you find yourself talking a great deal more than others, please be sensitive to the possibility that you may be preventing others from actively participating.

**GRADING:** A total of 750 points is possible.

- 92% = A = 750 to 690
- 90% = A - = 689 to 675
- 88% = B+ = 674 to 660
- 82% = B = 659 to 615
- 80% = B - = 614 to 600
- 78% = C+ = 599 to 585
- 70% = C = 584 to 525
- 60% = D = 524 to 450
- below 60% = F = below 450

**NO incomplete grades will be assigned.** If you do not believe you can finish the course, permission to withdraw must be sought through the normal University channels. If permission is given for a late withdraw, WP will be assigned if you have at least 60% of all possible points and WF will be assigned if you have less than 60% of all possible points at the time of withdrawal.

**ATTENDANCE:** Regular class attendance is the student's obligation. You are responsible for all material covered during your absence. Attendance has a direct bearing on your participation and must be considered when assigning that grade. Missing more than 3 days of class is below average attendance and a grade of 10 or fewer points should be assigned.
CELL PHONES: Cell phones and similar devices MUST be turned off or put on vibrate during class. If a cell phone or similar device goes off in class, the person responsible will be asked to leave for the remainder of the class period. During tests all cell phones must be completely turned off and stowed with your belongings because vibrating sounds are distracting to fellow classmates. Your cell phone may not be used during tests or prior to collection of tests; it must remain in the classroom (turned off) if you step outside the classroom for any reason, prior to collection of tests.

SPECIAL NEEDS: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their course work must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcexams@unf.edu, or visit the DRC website www.unf.edu/drc

Military and veteran students may need both physical and academic accommodations and may contact the DRC to find further information. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue post-secondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrc@unf.edu

HONOR PLEDGE: All work completed for credit in this course will contain the following pledge written and signed by the student completing the work. If, for any reason, you are unable to pledge your work please discuss your concerns privately with Dr. Marcon.

"On my honor I pledge that I have neither given nor received help on this work nor am I aware of any violation on the part of others."

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Signature

For each assignment, make sure you understand the extent to which you may work with others. Ask if you are unsure. Unless authorized by UNF’s DRC, excessive reliance upon lecture notes taken by someone other than yourself is too much help. Do not place a classmate in an awkward position by requesting their notes if you are not attending class. Each student is responsible for taking his or her own notes during class lecture. Any unethical interactions during your observation assignment could be penalized by failing the course. In addition, plagiarism is a violation of the UNF Academic Integrity Code and Section 6.22 of the APA Ethical Code of Conduct. It will result in a course grade of F and possible referral to the university disciplinary committee for further action.

HONOR CODE: The Honor Code (and corresponding Honor Pledge) and its purpose is described in full on the first class of each semester. Students are given an opportunity to ask questions about the Honor Code and how it will be implemented. Students who miss the first day of class must view a 5 min. video about the Honor Code (on reserve in the UNF library) prior to receiving a course syllabus. All students in this class sign a statement indicating they understand the purpose of the Honor Code and agree to abide by its conditions. The Honor Code is in place for all notes, assignments, tests, and other grade earning class-related activities in DEP 2002.
Allegations that the Honor Code has been violated will be investigated by your professor and when warranted an Honor Panel will be convened. The Honor Panel will be composed of students selected by class members in each course taught by your professor. The student(s) suspected of having violated the Honor Code will meet privately with the professor in advance of appearing before the Honor Panel to explain actions and answer questions. Members of the Honor Panel are honor bound to keep confidential all information discussed in Honor Panel, including name of the student(s) appearing before the Honor Panel. The final decision regarding academic misconduct is the professor’s. Following Honor Panel the professor will inform the student(s) orally and in writing of her decision regarding the allegation(s) and what penalties are to be imposed. Penalties imposed by the professor for academic misconduct can be appealed within 5 days by following procedures outlined in the UNF Student Handbook. The professor will report back to each class the outcome of Honor Panel and her decision and will offer class representatives an opportunity to share a general description of their experience with class members.

IMPORTANT DUE DATES:

9/12  **Test 1**
9/24  My Virtual Child update
9/26  Observation

10/8  **Test 2**
10/17  My Virtual Child update
10/31  **Test 3**

11/7  My Virtual Child questions
11/19  Participation Grade due
11/26  **Test 4**
<table>
<thead>
<tr>
<th>Week/Read</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Chpt ½</td>
<td>8/20 Context of Development &amp; Key Issues</td>
<td>8/22 Key Issues &amp; Theoretical Perspectives</td>
</tr>
<tr>
<td>2: Chpt 3</td>
<td>8/27 <strong>SIGN UP FOR DEBATE TOPIC:</strong> Theoretical Perspectives &amp; Research Methods</td>
<td>8/29 Interaction of Heredity &amp; Environment; Prenatal Growth &amp; Change</td>
</tr>
<tr>
<td>3: Chpt 4/ begin My Virtual Child</td>
<td>9/3 <strong>No Classes - Labor Day</strong></td>
<td>9/5 Birth [Happy Birthday Virtual Child]</td>
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<tr>
<td>4: Review Chpt 1-4</td>
<td>9/10 Birth Complications; Competent Newborn</td>
<td>9/12 <strong>TEST 1</strong> (Chapters 1-4)</td>
</tr>
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<td>5: Chpt 5</td>
<td>9/17 Physical Development in Infancy; Brain Development</td>
<td>9/19 Early Sensory &amp; Motor Development; <strong>Debate #1</strong> [vaccinations]</td>
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<td>6: Ch 8/11</td>
<td>9/24 Physical Dev Preschool Years; My Virtual Child update</td>
<td>9/26 <strong>OBSERVATION DUE:</strong> Physical Development in Middle Childhood</td>
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<td>7: Chpt 14</td>
<td>10/1 Children with Special Needs; <strong>Debate #2</strong> [spanking]; Physical Dev in Adolescence</td>
<td>10/3 Physical Development in Adolescence &amp; Threats to Adolescents' Well-Being</td>
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<td>8: Chpt 6</td>
<td>10/8 <strong>TEST 2</strong> (Chapters 5, 8, 11, 14)</td>
<td>10/10 Cognitive Development in Infancy: Piaget vs. Info Processing</td>
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<td>9: Chpt 9</td>
<td>10/15 Language Development; <strong>Debate #3</strong> [media for infants]</td>
<td>10/17 Cognitive Dev in Preschool Years; My Virtual Child update</td>
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<td>10: Chpt 12</td>
<td>10/22 Cognitive Dev in Middle Childhood</td>
<td>10/24 Measuring Intelligence; <strong>Debate #4</strong> [homework]</td>
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<tr>
<td>11: Chpt 15</td>
<td>10/29 Cognitive Dev in Adolescence &amp; School</td>
<td>10/31 <strong>TEST 3</strong> (Chapters 6, 9, 12, 15)</td>
</tr>
<tr>
<td>12: Chpt 7/ end My Virtual Child</td>
<td>11/5 Social &amp; Personality Dev in Infancy</td>
<td>11/7 My Virtual Child questions DUE; Social &amp; Personality Dev in the Preschool Years</td>
</tr>
<tr>
<td>13: Ch 10/13</td>
<td>11/12 <strong>No Classes - Veterans Day</strong></td>
<td>11/14 Social &amp; Personality Dev in Preschool Years; <strong>Debate #5</strong> [sexting]</td>
</tr>
<tr>
<td>15: Review</td>
<td>11/26 <strong>TEST 4</strong> (Chapters 7, 10, 13, 16)</td>
<td>11/28 Field Assignment</td>
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</tbody>
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### DEBATE FORMAT

Debates will begin at 12:30pm and will last for 20 minutes. Each debate will be organized as follows:

**Pro constructive speech (4 min)**

*One speaker: The main case for your position in support of the debate topic is made. This speaker will present the best arguments and evidence. Why is this topic important and why is your position best?*

**Con constructive speech (4 min)**

*One speaker: The main case for your position in support of the debate topic is made. This speaker will present the best arguments and evidence. Why is this topic important and why is your position best?*

**Pro rebuttal (2 min)**

*One speaker (though others can provide him/her with material): The points in the Con speaker’s main case (constructive speech) are refuted.*

**Con rebuttal (2 min)**

*One speaker (though others can provide him/her with material): The points in the Pro speaker’s main case (constructive speech) are refuted.*

**Alternating “free-for-all” (4 min)**

*Up to six speakers (three pro and three con who are not assigned another specific role in the debate) will pose and/or answer questions put forth by the other side. Be sure every team member who is not assigned another specific role participates in this portion of the debate.*

**Con concluding remarks (2 min)**

*One speaker: Reiterate why your position is best.*

**Pro concluding remarks (2 min)**

*One speaker: Reiterate why your position is best.*

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### Some tips for debating

* use language appropriate to the task
* use humor, irony, rhetorical questions, analogy and other rhetorical devices when appropriate
* support your arguments with factual material and quotes whenever possible
* do not allow your opponents to establish the grounds for debate
* do NOT repeat previous arguments unless you can support them in a novel way or elaborate upon them
* coordinate your team so as to use each member most effectively
* be gracious to your opponents
* watch the clock
* consider your audience
* you are graded as a team, so be sure everyone participates

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### Scoring

Following the debate, class members who watched the debate will complete assessments and indicate their post-debate opinion on the topic. They will also provide three scores as follows: up to 20 points assigned for the overall debate, up to 10 additional points assigned for the pro team, and up to 10 additional points assigned for the con team. Assigned points are to reflect team performance during the debate rather than personal opinions on the topic. The professor will also complete an assessment and provide three scores as follows: up to 5 points assigned for the overall debate, up to 5 additional points assigned for the pro team, and up to 5 additional points assigned for the con team.

From the debate you can earn a possible 40 points for the debate performance (30 class, 10 professor), and a possible 25 points (assigned by team) for your individual contribution to your team’s preparation for the debate.