

## Child Psychology Spring 2006

Course Instructor: **Erin Way**  
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Office Hours: **Tuesdays 10:20 to 11:20; Wednesdays 11:30 to 12:30 and by advanced arrangement**  
Thompson 131 (the office is for all GTAs and adjuncts in several departments)

Text: Sieglar, R., DeLoache, J., & Eisenberg, N. (2003). How children develop. New York: Worth Publishers.

Child Psychology is the study of human development from the prenatal period through middle childhood. Students should gain a basic knowledge of how psychological theory contributes to our understanding of the many facets of child development.

### Course Information and Grading Guidelines

1. This class will be a combination of group work, class discussion and lecture. In order to be prepared, you should read the assigned reading for the day prior to class. You should also read over the lecture notes sent out by the lecture leader (see below). I encourage you to take notes and keep track of your questions. We will not cover everything in the textbook unless students have questions. The interactive portions of this class rely on the students to be prepared and participate.
2. Each student will be responsible for providing lecture notes for the class on one of the textbook chapters. The lecture notes will be due at noon on the day before that chapter will be covered in class. I will make chapter assignments in class during the first week of classes. **You will email your lecture notes to me** and I will email them to the class. Your lecture notes and the class discussion you lead will **count for 20% of your overall grade**. There will be **15 points deducted from the grade for each day the notes are late**.
3. There will be 3 exams (including the final) throughout the semester. Each exam is worth 100 points. You may not make-up missed exams. To allow for sickness and other important matters, **each student's lowest exam grade will be dropped. Your exam grade average will count for 40% of your grade**. Each exam will be weighted equally when averaging your overall exam score. If a student has taken both exams scheduled during the semester, the student has the option of not taking the final exam.
4. There will be 16 participation activities throughout the semester. Each participation assignment is worth 10 points. The participation activities correspond to the units covered in class; therefore, **they cannot be made up or completed outside of class time. No make-up participation assignments will be accepted even if the student is absent on the day activity takes place**. To allow for sickness and other important matters, you may miss two activities and still earn 100% on Participation. **Your participation average will count for 20% of your overall grade**. Each assignment will be weighted equally when averaging your overall participation score. If a student is present and completes more than 16 participation activities, **each extra activity will count for 3 points of extra credit** on your participation grade.

There will be one project for this course. The project is worth 100 points and is due at the beginning of class on the dates listed in the syllabus. There will be **10 points deducted from your grade for each day the project is late**. The details of the will be discussed in class. **Your project grade average will count for 20% of your overall grade**.

5. Please note that **the Honor Code will be observed in this course**. Cheating often involves 2 people. Letting someone copy off your paper is cheating and both parties will be held responsible. **An Honor Code violation on work intended to be completed individually will result in a zero for that assignment and may result in a report to the Honor Committee regarding the offense.** If you are not sure whether something is a violation, ask!
6. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.
7. The add and drop deadlines for classes: **Last day to add - Feb. 7<sup>th</sup>**  
**Last day to drop - Feb. 24<sup>th</sup>**
8. Grading Scale:

93-100	= A
90-92	= A-
87-89	= B+
83-86	= B
80-82	= B-
77-79	= C+
73-76	= C
70-72	= C-
63-69	= D
Below 63	= F

Please note: The dates in the syllabus are approximations. I will do my best to stick to the schedule, but there may be some changes if we need more time to cover the information.

<b>Date</b>	<b>Chapter</b>	<b>Notes</b>
1/24	Ch. 1	Review syllabus / Start chapter 1
1/26	Ch. 1 / Ch.2	
1/31	Ch. 2	<b>Lecture Leader: Chapter 3 Summary is due by noon.</b>
2/2	Ch.3	<b>Lecture Leader: Chapter 4 Summary is due by noon.</b>
2/7	Ch. 4	
2/9	Ch. 4	<b>Lecture Leader: Chapter 5 Summary is due by noon.</b>
2/14	Ch. 5	
2/16	Ch. 5	<b>Lecture Leader: Chapter 6 Summary is due by noon.</b>
2/21	Ch. 6	
2/23	Ch. 6	<b>Lecture Leader: Chapter 7 Summary is due by noon.</b>
2/28	Ch. 7	
3/2	Ch. 7	
3/7	<b>Exam 1</b>	The exam will cover <b>Chapters 1-7</b> . Don't forget your 1 page of notes. <b>Lecture Leader: Chapter 8 Summary is due by noon.</b>
3/9	Ch. 8	
3/14	☺☺☺☺☺☺	Spring Break! <b>NO CLASSES TODAY</b>
3/16	☺☺☺☺☺☺	Spring Break! <b>NO CLASSES TODAY</b>
3/21	Ch. 8	<b>Lecture Leader: Chapter 9 Summary is due by noon.</b>
3/23	Ch. 9	
3/28	Ch.9	<b>Lecture Leader: Chapter 10 Summary is due by noon.</b>
3/30	Ch.10	
4/4	Ch.10	<b>Lecture Leader: Chapter 11 Summary is due by noon.</b>
4/6	Ch. 11	<b>Lecture Leader: Chapter 12 Summary is due by noon.</b>
4/11	Ch. 11 / Ch. 12	
4/13	Ch. 12	<b>Lecture Leader: Chapter 13 Summary is due by noon.</b>
4/18	Ch. 13	
4/20	Ch.13	<b>PROJECT DUE!</b> <b>Lecture Leader: Chapter 14 Summary is due by noon.</b>
4/25	Ch. 14	
4/27	Ch 14	
5/2	<b>Exam 2</b>	The exam will cover <b>Chapters 8-14</b> . Don't forget your 1 page of notes.
5/4	Ch. 15	Review for Final
5/9	?☺?☺?☺?	<b>Reading Day</b>
5/16	<b>Final Exam</b>	<b>7:30am to 10:15am</b> Exam will cover the entire course materials. <b>Chapters 1 - 15</b> Be sure to bring your 1 page of Notes.

Note: some of the assignments and activities used for this class are taken in whole or in part from Baker-Ward, L. (2003). Instructor's resources: to accompany how children develop. New York: Worth Publishers.