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Child Psychology and Development
Education 350/Psychology 307

COURSE DESCRIPTION

Physical, cognitive, social, and emotional development of the child from infancy through adolescence. Prerequisite: English 111, and junior status. 4 semester units (includes 15 observation hours.)

COURSE GOALS

Students will be able to describe typical behaviors of children in each stage of development and describe and utilize both theoretical concepts and practical skills related to interaction with children of various ages.

COURSE OBJECTIVES

- To gain an understanding of the factors affecting human development from conception through adolescence.
- To become familiar with major theories of child development.
- To gain an understanding of the stages of development and the characteristics of children at various age levels.
- To study the individual and family needs characteristic of each stage of development.
- To become familiar with cultural differences as they impact the development of children.
- To learn ethical standards of professionals who work with young children.
- To develop critical thinking skills necessary for working with children.

REQUIRED COURSE TEXTS

Berk, L. (2012). *Infants, children and adolescents.* (7th ed.) Boston: Pearson Education.
     ISBN 10-1256099805 **NOTE this is a special ISBN for this course. You can purchase the ebook from Blackboard directly, but please do not purchase a book from Amazon or any other online book seller. The University of La Verne bookstore carries the correct package, which includes the hardback book, plus the access code needed to complete assignments in this course.**

American Psychological Association. (2010). *The Publication Manual of the American Psychological Association* (6th ed.). Washington, DC

COURSE POLICIES

ATTENDANCE

You are expected to check** Blackboard **at least 3 times a week (I can see each time you log into to Bb and where you go), and check your University of La Verne e-mail at least once per day. Important announcements will come to you through e-mail, so please be sure to check your e-mail daily. Please discuss any issues that may affect your ability to keep up with coursework with me, via e-mail, or by making an appointment to see me in my office.

ONLINE NETIQUETTE EXPECTATIONS

All official blog posts are to be written in grammatically correct, college level writing. So, no calling each other "dude" or using LOL to make a point. In any and all communication, be sure that whatever you say online you would also be comfortable saying directly to that person.

Late Work: Any assignment or exam that is not handed in on the due date will receive a **25% deduction** in the total points for **each week** beyond the due date. Due date is considered at the beginning of the class session on the date due indicated on the syllabus. It is up to the discretion of the professor whether exams may be completed after the date that the class has taken the exam. Specific arrangements must be made in advance of the exam. E-MAILING AN ASSIGNMENT TO THE INSTRUCTOR DOES NOT NEGATE THE LATE WORK POLICY, AND WILL NOT BE ACCEPTED. ALL ASSIGNMENTS MUST BE SUBMITTED TO BLACKBOARD ON THE DUE DATE. Please note the following:
Late Work Accepted without 25% deduction: 1) Severe illness of student or student's immediate family, with a doctor's note. 2) Death of a loved one. For either of these situations, please contact the instructor immediately and provide documentation.

Late Work Accepted with 25% deduction: 1) Printer ran out of ink. 2) Car trouble
3) Computer problems 4) Work issues 5) Children's school obligations, etc.

Assignments: All assignments completed outside of class must be completed on a computer, double-spaced, be completed in APA style, and include a separate Title and Reference page.

Extra Credit: There is no extra credit available in this course.

Students with Disabilities: I will fully accommodate any student who has legitimate verification of disability from the Office of Student Health and Students with Disabilities. Please see me during the first week of class.

ACADEMIC HONESTY
Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity: All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
Deliberately supplying material to a student for purposes of plagiarism is also culpable. Further

information is listed on EDUC 354B Blackboard.

PLAGIARISM POLICY
Various types and levels of plagiarism are recognized, and all are unacceptable in submitted assignments. Plagiarism may occur intentionally or unintentionally, but intent is not a factor in determining whether plagiarism has occurred or what consequences apply. A writer is responsible for knowing and using the rules for being accurate and honest in his or her writing. Pleading ignorance of the rules does not prevent the consequences from being applied (policy adapted from Westmont College Plagiarism Policy. If you are unsure how to cite correctly in APA style, please see a tutor in the Learning Enhancement Center, or a librarian.

SAFE ASSIGN
The University of La Verne uses safeassign.com to check for plagiarism. Safeassign.com is a web-based tool used to detect online plagiarism. The tool compares submitted papers to Internet sites, paper mills, digitized books including online encyclopedias and a proprietary database of papers. All papers will be submitted through SafeAssign~ a plagiarism tool through Blackboard. Each paper will have several draft submission drop boxes you can use before your final. All papers must be saved as a Microsoft Word Document, Open Office, PDF, or text.

BLACKBOARD
All students must be able to log in and use blackboard. Students are also responsible for the content that is posted on Blackboard (e.g. readings, assignments and web links). For questions concerning accessing Blackboard, please contact the Blackboard Administrator at (909) 448 - 4089 or e-mail at bbhelp@ulv.edu

E-MAIL
All email correspondence **must** be sent from your University of La Verne email accounts. Any emails sent from outside addresses (e.g. Hotmail, AOL, Msn, etc.) will not be answered; students will be directed to use the correct email. You are expected to check your **@laverne.edu email daily** for any updates or announcements.

PREFERRED INSTRUCTOR COMMUNICATION & RESPONSE TIME
Email is the best way to communicate with me: lstanton-riggs@laverne.edu. I generally respond within hours on weekdays. On weekends, I will try to respond within a day, however there are occasions when I am traveling that I may not be able to respond on a weekend.

MINIMUM SYSTEM REQUIREMENT
Firefox is the recommended browser; Internet Explorer will also work but has some issues as do Safari and Google Chrome. This link will run a test on your browser. You will need Flash and Adobe Acrobat in this course. Browser Tune up (Link: http://browsertuneup.pearsoncmg.com/browser_tuneup.html)

SOFTWARE REQUIREMENT
Google Docs & Presentations **for all group collaborations (you already have this account through your** @laverne.edu **email account).**

Microsoft Office **for all final papers~ I have the most recent version so a file tag of .docx or .doc is okay for my computer. The bookstore has deeply discounted versions available.**

LA VERNE WRITING RESOURCES
Learning Enhancement Center: <u>Learning Enhancement Center/Graduate Success Center</u>, located in the Campus Center. 909/593-3511 ext. 4342 to make an appointment.
(Link: http://www.laverne.edu/academics/learning-enhancement-center/)

COURSE REQUIREMENTS ⟶ *SEVERAL ASSIGNMENTS WILL BE TURNED IN TO* <u>*SAFEASSIGN*</u> *FOR PLAGIARISM CHECK. Instructions will be given prior to due dates.*

My Virtual Child (200 points): There are 10 assignments that will be completed throughout the semester. There are also full class discussions, and small group discussions. Look at your course calendar and see attached handout and rubric for details.

Observations (75 points each): You will observe preschool and school age children and write about your observations. See attached handout and rubric for details.

Empirical Research Article Review: (50 points) Students will be given an empirical research article relevant to the topic of child psychology and development. A detailed written review of the article will be completed. See attached handout and rubric for details.

Quizzes (130 points): There will be a quiz for each chapter – if there is only 1 chapter covered during a week, the quiz will have 10 questions, and be worth 10 points. If there are 2 chapters covered during a week, the quizzes will have 5 questions per chapter, for a total of 10 points. The quizzes will cover the chapters assigned for that week, and will be multiple choice. Late quizzes will have a 20% deduction.

Exams (200 points): There will be a midterm and a final exam (100 points each), covering chapters in the text, classroom discussions, videos viewed during class, class activities, and handouts. Exams will be a combination of multiple choice, short answer, and essay questions. See class calendar for exam dates.

GRADING
Grading will be on a point basis. Papers, assignments and exams will be graded on your ability to demonstrate your understanding of the material presented in the reading, discussions and outside assignments. Good quality work includes mastery of key concepts, reflection of your own understanding of the material, and integration of critical thinking. **A good command of standard written English is expected in all written work. See attached grading policy from the ULV catalog.** If an assignment has many grammatical, format or mechanical errors, the student may be asked to visit the Learning Enhancement Center for assistance. The LEC is located in the Campus Center, and appointments with tutors must be made 24 hours in advance. Call (909) 593-3511 ext. 4342 for further information.

My Virtual Child Assignments	100 points
My Virtual Child Group Discussions	100 points
Whole Class Discussions	100 points
Empirical Research Assignment	50 points
Child Observations	150 points
Quizzes (12 X 10 points)	130 points

Exams		200 points
Total		**830 points**

95-100 %	779-820	A
90-94%	738-778	A-
87-89%	713-737	B+
83-86%	681-712	B
80-82%	656-680	B-
77-79%	631-655	C+
73-76%	599-630	C
70-72%	574-598	C-
67-69%	549-573	D+
63-66%	517-548	D

Grading Policy-Undergraduate

A . . . . 4.0 quality points per semester hour.
A- . . . . 3.7 quality points per semester hour.

Clearly stands out as excellent performance. Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ . . . . 3.3 quality points per semester hour.
B . . . . 3.0 quality points per semester hour.
B- . . . . 2.7 quality points per semester hour.

Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

C+ . . . . 2.3 quality points per semester hour.
C . . . . 2.0 quality points per semester hour.
C- . . . . 1.7 quality points per semester hour.

Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

D+ . . . . 1.3 quality points per semester hour.
D . . . . 1.0 quality points per semester hour.

Quality and quantity of work in and out of class is below average and barely acceptable.

F . . . . 0 quality points per semester hour.

Quality and quantity of work in and out of class are unacceptable.

CLASSROOM CONDUCT POLICY

Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

Please pay special attention to the section below. In an online class, there is sometimes a temptation to copy and paste material from an internet source into your document, claiming that it is your work. Evidence of plagiarism will result in a failing grade in this course. If you have questions, please ask a librarian, tutor, or me for clarification.

ACADEMIC HONESTY POLICY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:
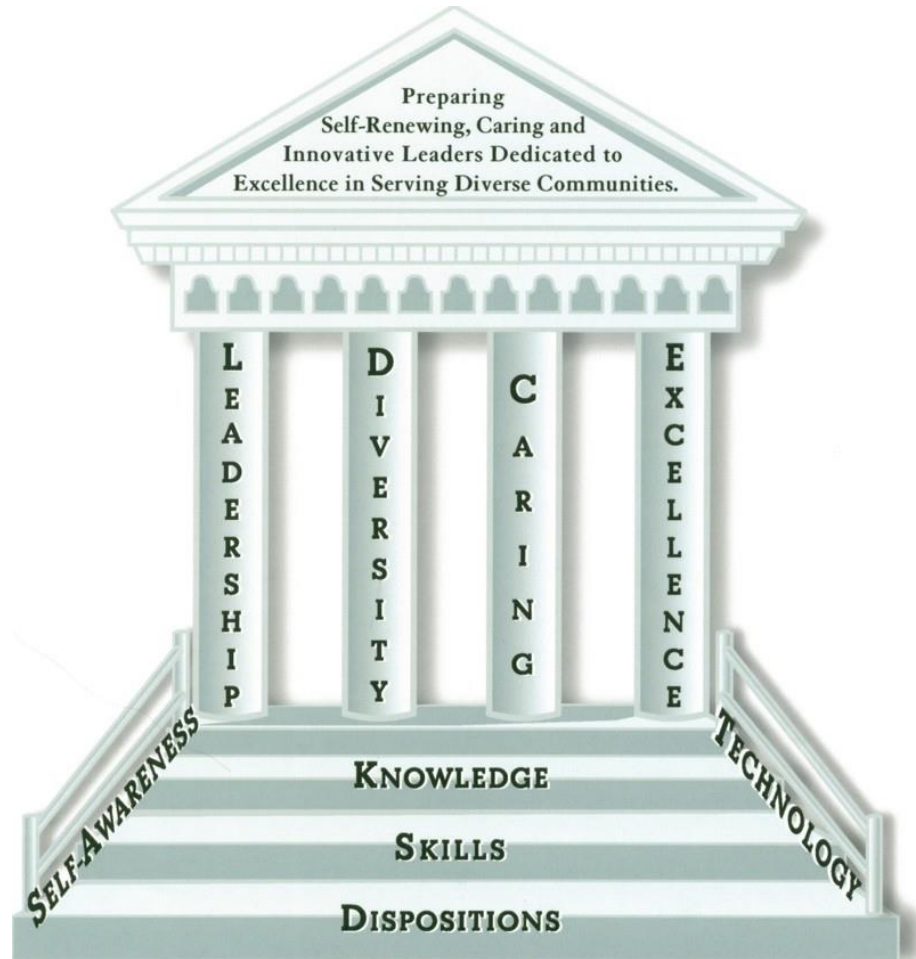
    a.   All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.

c. Deliberately supplying material to a student for purposes of plagiarism is also culpable. When academic honesty is in question, the following may occur:

1. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations).

2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.

4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

COURSE GOALS	NAEYC STANDARDS
1. To gain an understanding of the factors affecting human development from conception through adolescence.	1a: Knowing and understanding young children's characteristics and needs. 1b: Knowing and understanding the multiple influences on development and learning 2a: Knowing about and understanding diverse family and community characteristics. 5a. Understanding content knowledge and resources in academic disciplines.
2. To become familiar with major theories of child development. 3. To gain an understanding of the stages of development and the characteristics of children at various age levels.	1a: Knowing and understanding young children's characteristics and needs. 1b: Knowing and understanding the multiple influences on development and learning. 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 2a: Knowing about and understanding diverse family and community characteristics. 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in their children's development and learning 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child. 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches. 5a. Understanding content knowledge and resources in academic disciplines.
4. To study the individual and family needs characteristic of each stage of development.	2b: Supporting and engaging families and communities through respectful, reciprocal relationships 3a: Understanding the goals, benefits, and uses of assessment. 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children. 6c: Engaging in continuous, collaborative learning to inform practice. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
5. To become familiar with cultural differences as they impact the development of children. 6. To learn ethical standards of pro with young children.	1a: Knowing and understanding young children's characteristics and needs. 1b: Knowing and understanding the multiple influences on development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

7. To develop critical thinking skills necessary for working with children.	2a: Knowing about and understanding diverse family and community characteristics. 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in their children's development and learning 3a: Understanding the goals, benefits, and uses of assessment. 3b. Knowing about assessment partnerships with families and with professional colleagues. 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child. 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children. 4b: Knowing and understanding effective strategies and tools for early education. 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches. 4d: Reflecting on their own practice to promote positive outcomes for each child. 5a. Understanding content knowledge and resources in academic disciplines. 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines. 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. 6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education. 6e: Engaging in informed advocacy for children and the profession.

University of La Verne
College of Education and Organizational Leadership
Conceptual Framework

Preparing
Self-Renewing, Caring and
Innovative Leaders Dedicated to
Excellence in Serving Diverse Communities.

LEADERSHIP   DIVERSITY   CARING   EXCELLENCE

SELF-AWARENESS   KNOWLEDGE   TECHNOLOGY

SKILLS

DISPOSITIONS

Lynn Stanton-Riggs, Ph.D.
University of La Verne
Child Psychology and Development

My Virtual Child (Assignments and Small Group Discussions)
(200 points)

Child Psychology is the study of children's physical, cognitive, emotional, and social development. The "My Virtual Child" assignments bring a fictitious child to life through your creativity and knowledge of child development.

My Virtual Child is an interactive web site designed for students taking college-level courses in developmental psychology. It is designed to be a self-contained module that can be utilized alongside the curriculum of a typical Developmental Psychology or Child and Adolescent Development course. The main goal of the program is to provide a means for students to integrate their course work with their practical "experiences" in raising a virtual child through adolescence.

GENERAL INSTRUCTIONS AND OVERVIEW OF MY VIRTUAL CHILD

Once you log on with an access code, My Virtual Child is mostly self-explanatory. Students fill in a personality and abilities questionnaire about themselves at the beginning of the program. You will be asked to choose which personality type is closest to you (resilient, undercontrolled or overcontrolled). You will use a Likert scale to respond to specific items asking you to rate your own personality at the age of 16-18. These responses will be used to construct scores on five personality dimensions (emotionality, extroversion/introversion, cooperativeness/aggression, impulsiveness/self control and activity level. Finally, you will use a Likert scale to rate yourself in five ability areas (verbal, logical-mathematical, spatial, musical and bodilykinesthetic). Scores on the questionnaire are used to alter randomly preset values of the child.

Next students take on the role of a parent. You will learn that you and your partner have just had a baby and you'll learn the gender of the baby. You get to name the baby. Then, then you are asked to choose how you expect the baby to look. The five choices roughly resemble young children from five ethnic/racial categories: African-American, Asian American/Pacific Islander, European-American, Hispanic, and Middle Eastern (Arabic or Indo-Asian). The student also selects the skin tone (light, medium or dark), hair color (light, medium or dark), and eye color (blue, green or brown) of the child. Students may choose features that resemble you or choose on some other basis. The choice of general appearance, skin tone, hair color, and eye color has no impact on the behavior of the child.

Basic Structure of the Program
Once the initial student choices are made, the program "tells the story" of the development of this child up to 18 years of age. At key points (e.g., 8 months, 15 months, etc.) the child's picture is shown, and remains on the screen throughout that age period or a subsequent age period, until the child's appearance changes yet again. At each age, then you will read vignettes that are basically snapshots of the child's life. The vignettes cover various milestones the child has attained, specific problems the child is having, or experiences that occur in the family or in the school or community environment. You will be able to make decisions about parenting the child

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or about interests and activities they think their child might select (e.g., choice of a sport or musical instrument).

The basic premise of the program is that, depending on the child's and the student/parent's personality characteristics at birth, decisions the student makes about child rearing, and random events in the environment, each child will develop along a unique path.

In addition, at nearly every age level, you will see reflective questions and reports on the child's progress. The 11 reports on the child's progress occur immediately prior to each set of reflective questions (i.e., 9 months, 19 months, 30 months, etc.). They come in the form of realistic assessments, such as a pediatrician's report, a developmental assessment, a psychologist's report, and school report cards. Once you start running the program, you get only one "turn" and cannot go back and change earlier decisions (as in real life parenting!). You can log off the website at any point, and return at a later time. The program will remember all of their responses and pick up where you left off. You can look back at earlier answers you gave and earlier events by clicking on the Time-Line at the top of the screen. The Time Line has buttons to click on for each age level and for each item within an age level.

Video segments
At quite a number of points in the program, a link to a short video is provided. The videos can help you visualize child behavior at the approximate current age of the virtual child, or compare the behavior of children at two different ages. In addition, the videos contain instructional content that explains important terms, research findings and theoretical concepts.

Definitions
There are 53 definitions of terms that pop up and remain visible as the user scrolls across a given word. The definitions are provided as a convenience. Nearly all of the terms should be available in a standard textbook. However, Virtual Child integrates social, cognitive and physical aspects of development at every age, and thus, terms may come into use before you have had a chance to read about them. In addition, some of you may run the program beyond the point assigned, and will benefit from having the terms handy within the program. Most of the terms are found in reports such as the psychologist's report, or boxes describing concepts such as temperament, personality and intellectual abilities, but a few are found within questions.

Reports
Nearly every age level from 8 months onward ends with a summary of the child's behavior. The summaries are couched in the form of a pediatrician's report, a developmental assessment, a school report card, etc., to maintain the realism of the program. The reports address two goals: summarizing the child's behavior at a particular point in time, and evaluating the child's behavior in relation to norms of behavior for that age. For example, the psychologist's report at the end of age 8 contains the following content, generated for one particular child (the underlined terms can be clicked on by the student to view pop-up definitions):

SAMPLE Psychologist's report at age 8;11:
Andre's scores were in the average to above average range in word reading, reading fluency, phonological awareness and spelling. He was quiet and reserved with the examiner. He seemed a little nervous during the testing, particularly on the harder items, but remained cooperative and hard-working throughout the IQ and achievement testing.

These were some of Andre's scores on the Verbal portion of the Wechsler Intelligence Scale for Children (where 7 is one standard deviation below the mean, 10 is the mean and 13 is one standard deviation above the mean): Information (13), Vocabulary (14), Similarities (13), Comprehension (15).

Andre's scores on the math concepts, math application problems, and math computation tests were well above average. The psychologist said that he should clearly be placed in 7th grade math, and possibly in a gifted math program, but he recommended further testing.

Andre's scores on tests of visual-spatial ability (spatial rotation, copying of designs, etc.) were in the average range. The psychologist gave you and the teacher a questionnaire on behavioral and attentional problems, and reported that Andre did not have unusual problems with impulsivity, inattentiveness or hyperactivity. He was very focused and maintained concentration throughout the IQ and achievement testing.

The psychologist interviews you using a standard set of questions about parenting attitudes. According to your scores, you are about average in warmth and affection toward your child. Your scores on the parenting questionnaire indicate you are about average in discipline and control toward your child.

Other Factors:
There are several factors that the program randomly assigns to your child. This means that you have no control initially of how your child will be but that does not mean this is how your child will be forever since as you will learn throughout the course that the environment plays a role in a child's upbringing. Some of these factors include: *Child's personality* and *intellectual and physical abilities.*

There are also some preset variables that will be random so some of you may see these things and some may not. This is how it is in the real world. Some of these variables include: *Divorce (at various ages in development), daycare, health variable, dyslexia and ADHD, depression, anxiety, and externalizing problems.*

Parenting style as you will see can have an effect on the child's development and you will see this as you progress through the program.

Assignments
There will be a total of 10 assignments that you will work on as you progress through the program and they will be listed in your Weekly Modules. In addition, there are small group discussions in which you will participate. These discussions are an opportunity for you to really dig deep into the material, and "chat" with your classmates, just as you would do in a face-to-face class.

Have fun with this, and I hope it becomes a valuable learning experience for you!

My Virtual Child Assignment Rubric

(Comments will be made on individual assignments, however this rubric applies to
MVC assignments 1-9 and will be graded at the end of the semester)

	Beginning 1	Developing 2	Accomplished 3	Excellent 4
Use of examples of child and parenting behavior	Examples not evident in assignments	Few vague examples used to support answers	Minimum 2 clear examples used to support answers	Minimum 2 clear, detailed and insightful examples used to support answers
Understanding of developmental process	Understanding not evident	Understanding evident, but with few details and/or unclear answers	Understanding evident, with clear details in answers	Understanding clearly evident through detailed, clear, insightful answers
Evidence of appropriate parenting decisions	Outcomes of child show little evidence of appropriate parenting decisions	Outcomes of child show few appropriate parenting decisions	Outcomes of child show evidence of mostly appropriate parenting decisions	Outcomes of child show clear evidence of a majority of appropriate parenting decisions
Connection to developmental theories	Little or no connections to theory	Few vague connections to theory	Clear connections to theory in most answers	Clear, detailed, insightful connections to theory in every answer
Evidence of reflective thinking	Minimal personal interactions with the material, mostly cataloguing events	Evidence of personal engagement with the material but thoughts remain on a more surface level	Personal experiences and interactions with material are evident; thoughts approach deeper level thinking	Specific, insightful personal experiences are evident in all answers. Engagement with the material leads to deep level thinking and outstanding reflection
Writing	Meaning is frequently confused due to frequent problems in sentence structure, grammar, mechanics, and word choice/idiom usage	Meaning is occasionally confused in a minor way due to errors in sentences, grammar, mechanics, and word choice/idiom usage	Displays competence with most sentence structures; good word choice; very minor errors in grammar, mechanics, and word choice/idiom usage	Displays consistent facility with language; variety of sentence structures from simple to complex; sophisticated/precise/clever word choice, no errors

My Virtual Child
Reflection Statement (Last Assignment)

Reflection aids in the creation of new knowledge but also provides insight into prior

learning (Dewey, 1933; Kolb, 1984; Mezirow, 1990; Piaget, 1972; Schön 1983, 1987; Vygotsky,

1962). A reflective statement should allow you to move beyond a simple description of the

artifact or experience. The statement aims to provide a bridge between the relationship of the

artifacts, NAEYC standards, theory and practice.

Incorporate the following 3 steps into the reflection statement.

1. **Description of Experience**
   - Begin with a description of the experience. Describe the importance to the field of child development or education.

2. **Reflective Thought**
   - Provide evidence of the relationship of the experience to the appropriate NAEYC standard.
   - Integrate what you have come to understand about developmentally appropriate practices, and theory. This may include but not limited to: (a) Developmentally Appropriate Practices (National Association for the Education of Young Children) AND (b) Piaget, or (c) Vygotsky, or (d) Erikson, or (e) Bronfenbrenner, or (f) Bowlby, or (g) Bandura and/or (h) Ainsworth.

3. **Application**
   - Identify how you plan to apply what you have learned from raising a child to your practice. For instance, how do you envision what you have learned to relate to your practice in the field of child development or other field?

My Virtual Child Reflection Statement Rubric

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score 1-4
Description of Artifact	Description of artifact is missing.	Description of artifact is unclear.	Description of artifact is clear but brief.	Provides a clear description with supporting details of the artifact.	
Reflective Thought/ **NAEYC Standards & Appropriate Practices**	Does not address the relation of artifact to standard. An example is not provided.	Relation of artifact to key element of the standard is unclear; the example of relevance is unclear.	Relates artifact to the key element of the standard; demonstrates knowledge of standard while incorporating 1 example of how artifact relates to standard.	Relates artifact to appropriate key element of the standard; demonstrates knowledge of standard while incorporating 2 examples of how artifact relates to standard.	
Reflective Thought/ **Theory**	An example is not provided.	The example of relevance is unclear.	Incorporates 1 relevant theory with 1 relevant example of how theory relates to the artifact and to the standard.	Incorporates 2 relevant theories with at least 2 relevant examples of how theory is related to the artifact and to the standard.	
Application	No evidence of application and future planning is stated.	Knowledge gained is unclear; goals are brief; evidence of application not mentioned.	Demonstrates knowledge gained from the artifact; 1 goal stated for future planning; 1 example of application is given.	Demonstrates knowledge gained from the artifact with 2 goals for future planning and 2 examples of application.	
Language Use and format	Meaning is frequently confused due to frequent problems in sentence structure, grammar, mechanics, and word choice/idiom usage.	Meaning is occasionally confused in a minor way due to errors in sentences, grammar, mechanics, and word choice/idiom usage.	Displays competence with most sentence structures; good word choice; very minor errors in grammar, mechanics, and word choice/idiom usage.	Displays consistent facility with language; variety of sentence structures from simple to complex; sophisticated/precise/clever word choice, no errors.	
Organization	Is disorganized with confusing, disconnecting ideas. Very difficult to follow.	Can be followed, but not clearly organized. Lacks transitions, and sometimes wanders.	Is organized. Ideas appropriately sequenced with minor problems in cohesiveness.	Is very well organized with clear main ideas and supporting evidence. Effective, smooth transitioning.	
Use of APA	Not written in APA format. Too many, or inappropriate use of quotes. No citations.	Appears to have attempted APA format with too few citations. Errors in quotes or references—no plagiarism evident.	Uses APA format consistently. A few errors in reference list, citations match references, but more citations needed.	Paper is clearly and completely cited and there are two or less minor errors.	

Lynn Stanton-Riggs, Ph.D.
University of La Verne
Child Psychology and Development

Empirical Research Article Summary

For this assignment, you will read an empirical research article. The article will be current research related to the field of child psychology and development. You will want to read the article thoroughly, and highlight important supporting information, findings, and conclusions. The article will be discussed in class, in a group discussion format. Please download the following article from the Documents Tab on Blackboard:

O'Connor, E. & McCartney, K. (2007). Examining teacher–child relationships and

       achievement as part of an ecological model of development. *American Educational*

       Research Journal, 44, 340-369.

If you are not familiar with empirical research, and how to properly site APA reference material, please review the library web site tutorial on "The Research Process." You may also want to make an appointment with a tutor in the Learning Enhancement Center to learn more about reading empirical research, and citing in APA style.

After you have read the article thoroughly, write a 4-5 page article summary that includes the following information (in essay format – no lists):

1. What is the stated purpose of the article?
2. What theoretical model do the researchers use, and how does this model support the purpose of the research?
3. What important information is given to provide the reader with background knowledge about the topic?
4. From the Methods section, clearly identify each of the following:
    a. Participants
    b. Measures: Choose 2 areas that were measured, and state the area that was being assessed, the age of the children, the instrument used and the reliability of the instrument
5. From the Discussion section, what are the most important stated results?
6. From the Discussion section, what conclusions can you draw based on the research presented in this article?
7. On a separate References page, cite the article in correct APA format, including spacing, punctuation, capitalization and italics (Use your APA Style Manual)
8. Empirical Research Article Summary Rubric

Educ 350
Empirical Research Article Summary

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Student Score
Stated Purpose of Article	Stated purpose of article is vague or incorrect	Stated purpose of the article is described, but without sufficient detail	Stated purpose of article is described accurately and with good detail	State purpose of article is described accurately, and importance of the topic is explored	
Theoretical Model Selected	Theoretical model vaguely described	Theoretical model described, but without sufficient detail, and no mention of relationship to purpose of research	Theoretical model described with good detail, and relationship to purpose of research is explained	Theoretical model described with many supporting details, and relationship to purpose of article is insightfully explained	
Background Knowledge Provided	Little or no background information was summarized	Background information summarized , but without sufficient detail about the topic	Background information summarized in detail, giving adequate explanation about the topic	Background information summary provided a clear and accurate synopsis of important ideas about the topic	
Methods Section	Participants and measures not clearly discussed	Participants and measures discussed, but without sufficient detail to support purpose of the research	Participants and measures discussed with enough detail to support purpose of the research	Participants and measures discussed in detail and with clarity; relationship to purpose of article clearly drawn	
Discussion Section	Discussion section summary did not synthesize the information or make a conclusion based on the article under review.	Discussion section summary states important results and conclusions, but without sufficient detail	Discussion section summary shows an analysis and synthesis of results and conclusions, but. some of the conclusions were not supported in the body of the summary.	Discussion section summary is succinct, and precise results and conclusions are described in detail. Insights discussing the importance of the topic are explored	
Language Use/Format	Meaning is frequently confused due to many problems in sentence structure, grammar, mechanics, or word choice; prescribed format not followed	Meaning is occasionally confused due to errors in sentences, grammar, mechanics, or word choice; prescribed format loosely followed	Displays competence with most sentence structures; good word choice; very minor errors in grammar, mechanics, and word choice; written in prescribed format	Displays consistent facility with language; variety of sentence structures from simple to complex; sophisticated, precise, clever word choice; written in prescribed format	
Use of APA	Not written in APA format	APA format attempted; more than five errors in citations and on reference list	Consistent use of APA format; five or fewer minor errors in citations and on reference list	Consistent use of APA format; three or fewer minor errors in citations and on reference list	

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Lynn Stanton-Riggs Ph.D.
University of La Verne
Child Psychology and Development
ANECDOTAL OBSERVATION GUIDELINES

DEFINITIONS:

Anecdote: A short summary of an observed event or series of events.

Observation: The unobtrusive watching and recording of the behavior of subjects in certain situations, either in the laboratory or in natural settings.

Naturalistic Observation: A method in which the researcher goes into the natural environment to observe the behavior of interest.

ASSIGNMENT: You will be observing two children in different developmental stages: preschool (ages 3-5) and school age (ages 5-10). You will observe and write about each event in each stage, for a total of 8 observations of a preschool child, and 8 observations of a school age child. Each anecdote will be one paragraph summarizing each event, and each interpretation will be one paragraph integrating how the event is supported by theory and/or research from the text.

Preschool Age Child
1. a conflict with another child
2. a conflict with an adult
3. sociodramatic play
4. egocentrism
5. temperament
6. attachment to parent
7. initiative vs. guilt
8. motor development (running, skipping, jumping, climbing)

School age child
1. a conflict with another child
2. a conflict with an adult
3. cooperative play
4. conservation
5. spatial reasoning
6. peer acceptance
7. industry vs. inferiority
8. motor development (rough and tumble play, sports)

METHOD: You should observe the children from these two age groups in a natural play environment. These environments may include a preschool/elementary school, after school daycare, relative's birthday party, or other locations where children are playing with peers approximately their own age. Permission to observe must be obtained and must be turned in with the assignment. See Permission to Observe form attached.

ETHICAL BEHAVIOR: If you are observing in a structured environment like a daycare setting, children may ask you what you are doing. Simply tell them you are writing something, and politely go back to your observation. You do not want to be interacting with the children, simply observing. In your anecdotes, use pseudonyms for reasons of confidentiality. If you are in a school setting, you will need to get written permission from the administration to be on the premises and observing children (see attached permission sheet). In some cases, this could prove difficult, so plan to set your observation sites up early to avoid last minute disappointments.

SETTING UP YOUR WRITTEN PAPER: Your Observation papers must be set-up in the exact format of the sample below:

SOCIODRAMATIC PLAY
Anecdote

I observed a child (I'll call her Anna) who appears to be about 4-5 years old. Anna was playing with two other girls of about the same age. They were in the dress-up corner at a local preschool. I observed Anna putting on a long, flowered dress (adult size), women's shoes, imitation pearl beads, and a handbag. The other two girls were similarly dressed, and Anna said "Let's pretend that we are our mommies, and we are going to go shopping at the mall." The other girls agreed, and the three played out a make-believe scene as if they were preparing to go to the mall, shopping at the mall, and going back home with their new purchases.
{Notice that the anecdote is merely a factual account of exactly what happened during the observation period. It includes a statement about the child's age and gender, and a statement telling where the event took place.}

 Interpretation

Anna was displaying Piaget's concept of sociodramatic play. "Children combine schemes with those of peers in sociodramatic play, the make-believe with others that is under way by age 2 ½ and increases rapidly during the next few years" **(Berk, 2012, p. 319).** By putting on clothes that resemble what her mother wears, and engaging in an activity that she see her mother doing, she is acting out relationship roles that are common in her everyday life. Anna was engaging her peers in role playing a typical situation, and through this play, Anna will develop a more complex understanding of relationships and appropriate behavior.
{Note that in the interpretation, I am connecting the factual learning from the anecdote to the theories and information from lecture and from the text. Each interpretation should have at least <u>one properly cited quote from the Berk (2012) text</u>.}

At the end of your paper, you will have a separate **Reference Page**, following APA guidelines.

After the References page, please attach the Anecdotal Observations Rubric.

You may print the form on the following page to take to your observation site. However, the form that you turn in to me must be typed, using this form, or one that you design using the same categories of Anecdoal Notes based on Observation and Application to Theories and Other Required Concepts.

Observation Documentation Form

Take anecdotal notes during your observation. Interpret your notes by applying what you have learned about the theories and other required concepts. Use as many forms as needed for your observation. Use this form for Preschool and School-Age observations.

Anecdotal Notes based on observation	Application to Theories and Other Required Concepts
_____ _____	

UNIVERSITY OF LA VERNE

PERMISSION TO OBSERVE

The following student, _____, is required to observe preschool and school age children as part of the course requirements for Education 350, Child Psychology and Development. If you agree to allow this student to observe a child/children under your direct supervision, please complete the following information:

Your Name: _____

School/Program/Family/Friend Affiliation: _____

Your Phone Number or E-mail Address: _____

Your Signature: _____

Date: _____

Thank you very much for allowing my student to observe a child in your care. If you have any questions, please feel free to contact me.

Lynn Stanton-Riggs, Ph.D.
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EDUC 350: Anecdotal Observations Grading Rubric

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Description of Setting	Little or no description of the setting and demographics of the children/others involved	Minimal description of the setting and demographics of the children/others involved	Adequate description of the setting and demographics of the children/others involved	Thorough and detailed description of the setting and demographics of the children/others involved	
Quality of Anecdotes	Anecdotes are written in a biased manner; very little detail, shows inadequate observation skills	Anecdotes are written with some bias; not much detail, shows average observation skills	Anecdotes are written as an unbiased account of the event observed; detailed account of situation, shows good observation skills	Anecdotes are written as an unbiased account of the event observed; detailed account of setting, children and situation; shows acute observation skills	
Quality of Interpretations	Interpretations do not reflect the anecdote, and are not supported at all by information from the text or other sources	Interpretations only minimally reflect the anecdote, and are not well supported by information from the text or other sources	Interpretations are a good reflection of the anecdote, and are supported by information from the text or other sources	Interpretations are a definitive reflection of the anecdote, and are supported by relevant information from the text or other sources; all interpretations include at least one supportive quote	
Overall Understanding of Developmental Concepts	Anecdotes/interpretations do not reflect the age and stage of the child observed, and show minimal understanding of developmental concepts	Anecdotes/interpretations minimally reflect the age and stage of the child observed, and show average understanding of developmental concepts	Anecdotes/interpretations are an accurate reflection of the age and stage of the child observed, and show good understanding of developmental concepts	Anecdotes/interpretations are an accurate reflection of the age and stage of the child observed, and show ability to integrate several developmental concepts	
Language Use/Format	Meaning is frequently confused due to many problems in sentence structure, grammar, mechanics, or word choice; prescribed format not followed	Meaning is occasionally confused due to errors in sentences, grammar, mechanics, or word choice; prescribed format loosely followed	Displays competence with most sentence structures; good word choice; very minor errors in grammar, mechanics, and word choice; written in prescribed format	Displays consistent facility with language; variety of sentence structures from simple to complex; sophisticated, precise, clever word choice; written in prescribed format	
Use of APA	Not written in APA format	APA format attempted; more than five errors in citations and on reference list	Consistent use of APA format; five or fewer minor errors in citations and on reference list	Consistent use of APA format; three or fewer minor errors in citations and on reference list	

Criteria	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Initial Assignment Posting	Does not post assignments or posts assignments late 25% or more of the time	Posts adequate assignments on time with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignments that address all aspects of the task; lacks full development of concepts	Posts well developed assignments that fully address and develop all aspects of the concepts & task	
Follow-Up Postings	Posts follow-up responses to others less than 75% of the time	On-time posts are shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	On-time posts elaborate on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.	
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from text/outside resources and personal experience.	Uses references to text/outside resources, readings, or personal experience to support comments.	
Clarity & Mechanics	Posts are too short or too long; unorganized content that may contain multiple errors	Communicates information, but lacks clarity and insight and/or has substantive problems with mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

Whole Class Discussion Rubric

Criteria	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Initial Assignment Posting	Does not post assignments or posts assignments late 25% or more of the time	Posts adequate assignments on time with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignments that address all aspects of the task; lacks full development of concepts	Posts well developed assignments that fully address and develop all aspects of the concepts & task	
Follow-Up Postings	Posts follow-up responses to others less than 75% of the time	On-time posts are shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	On-time posts elaborate on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.	
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from text/outside resources and personal experience.	Uses references to text/outside resources, readings, or personal experience to support comments.	
Clarity & Mechanics	Posts are too short or too long; unorganized content that may contain multiple errors	Communicates information, but lacks clarity and insight and/or has substantive problems with mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	

Small Group Discussion Rubric