

UTTC Teacher Education

Syllabus

PSY 252 Psychology of Child Development

Course Information

Credits: 3

Year / Term: 2016 Fall

Class Location / Room: ED B02

Days / Time: T/TH 10:30 a.m. – 11:50 a.m.

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.221.1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

Required Textbooks:

Trawick-Smith, J. (2014). *Early Childhood Development: A Multicultural Perspective* (6th Edition). Pearson. ISBN: 0-13-286859-8

Course Description: A study of human development from conception through childhood. Includes language and cognition, physical and perceptual, and social/ emotional aspects, emphasizing typical and atypical childhood development. Consideration of cultural, linguistically and ability diverse development will be emphasized in the course content.

Prerequisite(s): PSY 111

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Identify and explain different child development theories from a multicultural perspective;	<ul style="list-style-type: none"> Exam Comprehension Question Responses
2. Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children's biological inheritance;	<ul style="list-style-type: none"> Exam Comprehension Question Responses
3. Recognize different areas of development including social, emotional, cognitive, physical, and linguistic beginning in infancy through the primary years and how each affects learning and teaching;	<ul style="list-style-type: none"> Exam Comprehension Question Responses
4. Analyze different families and children from a multicultural perspective and;	<ul style="list-style-type: none"> Family Interview Service Learning Reflection
5. Identify and reflect on major social issues that affect child growth and development.	<ul style="list-style-type: none"> Research Paper & Presentation

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.1 Development, Learning, and Motivation	Research paper and presentation on an issue that effects a child's development, learning, or motivation that includes adaptations in teaching pedagogy.	Research Paper
Program Outcome 1: Content Knowledge and Skills	Application of theories in exam based scenarios.	Scenario Exam(s)

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements

- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments **30%** Course Participation **20%** Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

****When typing use Times New Roman, Arial, or Courier text style size 12.**

****Double-spacing the body of your assignment is a must with deduction of points if not followed.**

****Include a reference page if necessary.**

****Points will be deducted from assignments that do not have a cover page and the required information.**

Your Name
Title of Assignment
Due Date

Psychology of Child Development
Preparing Competent, Caring
Teachers

☑ Comprehension Questions

Questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature while assessing their understanding of the information provided through the text and supplemental readings.

☑ Exams/Quizzes

Periodically teacher candidates will be assessed of their understanding of information related to the course based on the textbook readings, class lectures, and any other material distributed by the instructor.

📍 Conference Attendance

To support the UTTC motto, “Leadership Begins Here”, all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the “Tribal leadership” theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

Major Coursework

Assignment #1 – Family Interview (Refer to Chapter 18 in your text)

Identify two families with young children who are of distinct cultural and socioeconomic backgrounds. Interview parents regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a **four-page (double spaced) narrative report on these interviews (2 pages per family)**, guided by the following questions.

1. How do these families differ in infant care beliefs and practices? How are they alike?
2. To what degree does culture affect similarities and differences in care giving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent, sibling) affect his or her practices and beliefs?
3. Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?
4. Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Assignment #2 – Service Learning (3 hours)

- ❖ Community volunteer program. Dates and events TBA.

A reflection paper of the overall experience will be generated by the teacher candidate that shares their overall experience that includes:

- ✓The role(s) that the candidate held during the event.
- ✓A highlighted moment that they observed or were engaged in during the event.
- ✓Reflection of their experience that outlines what knowledge they gained from participating in the event.

Assignment #3 Midterm Assignment – Article Review

Find an article in a peer-reviewed journal that is based on a development area such as physical, social/emotional, cognitive, or language. Using your own words (this means do not copy anything from the article word for word), **write a two-page (double-spaced) summary** of the article. The summary should include three parts that are clearly labeled in the paper. Please indent five spaces at the beginning of each paragraph.

- 1) Introduction—What is the main goal of the article?
- 2) Summary—What is the article about?
- 3) Reflection—What do you think about the article? (need to include more than —I thought it was good.)

A separate reference page is required. You may use one of the following early childhood journals. Once you find your article, you must obtain approval from the course instructor.

Final Project/Assignment #4 – Research Paper and Presentation –

There are many issues that children face which may affect their growth and development. We will have 7 major topics including families, health, special needs, guidance, poverty, diversity, and advocacy/policy. Each teacher candidate will select a topic and then narrow it down to one specific sub-topic based on their current interest. You will then develop a question that you would like to answer to narrow down your research. Using current research articles candidates will write a five page paper citing their resources. Please use the information found under writing styles to generate your paper. You must talk visit with the course instructor about your research question before you begin your research.

For example under the major topic of **poverty** an individual may choose a sub-topic of **homelessness**. The research question, “**What impact does homelessness have on a child’s educational success?**”

THE PAPER IS DUE THE DAY YOU PRESENT. Your paper needs to include the following:

1. Introduction - Includes the question that you want to study. Why is this topic important & relevant? Why do you think this is important? How does the topic affect child growth and development?	2. Summary of research – What did you find out?
3. Analysis – Your personal evaluation of the data you gathered from the 5 different sources.	4. Conclusions – What are your new insights about the topic studied? What new questions do you have? What are some of the recommendations that you can present?
5. Reference Page (five-page paper and reference page must follow APA format). **Reference page is not included in your five pages. Your reference page will be your 6th page.	• Each candidate will decide how to most effectively present their findings. The use of <i>realia</i> (real objects) is required (brochures, handouts, books, examples that help get your point across to the class, class activities, PowerPoint, Prezi, Glogster, etc.) <i>Printing something from the Internet is NOT considered realia.</i> Presentations will be scheduled during the last two weeks of the semester.

Extra Credit Opportunity

None Provided

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Family Interview Rubric

Criteria	Developing 1 point	Good 2 pts	Excellent 3 points	PTS
Introduction: <i>Family Interview 1</i> The family interview reflection contains introductions that describe the interview event, including who was present, how long the meeting lasted, and where it was held.	The family interview paper has somewhat of an introduction but leaves questions for the reader regarding the specifics of what took place, who was present, etc.	The family interview paper includes all of the relevant introductory elements: what, where, when, who, and how.	The family interview paper includes a well written introduction that makes clear all the particulars of the interview event and provides a solid transition to the next section of the report.	
Introduction: <i>Family Interview 2</i> The family interview reflection contains introductions that describe the interview event, including who was present, how long the meeting lasted, and where it was held.	The family interview paper has somewhat of an introduction but leaves questions for the reader regarding the specifics of what took place, who was present, etc.	The family interview paper includes all of the relevant introductory elements: what, where, when, who, and how.	The family interview paper includes a well written introduction that makes clear all the particulars of the interview event and provides a solid transition to the next section of the report.	
Summary <i>Family Interview 1</i> The report contains a narrative summary of the responses to each question.	The family interview paper contains a summary of responses that is somewhat vague; an authentic voice for the family does not come through.	The family interview paper contains a well-organized summary of responses to the questions that provides a clear sense of the family's cultural child-rearing practices.	The family interview paper contains a very well-organized summary of responses to the questions that provides an exceptionally clear sense of the family's cultural child-rearing practices.	
Summary <i>Family Interview 2</i> The report contains a narrative summary of the responses to each question.	The family interview paper contains a summary of responses that is somewhat vague; an authentic voice for the family does not come through.	The family interview paper contains a well-organized summary of responses to the questions that provides a clear sense of the family's cultural child-rearing practices.	The family interview paper contains a very well-organized summary of responses to the questions that provides an exceptionally clear sense of the family's cultural child-rearing practices.	
Analysis: Overall quality of the report's analysis of the two family interviews. (Compare and contrast)	The family interview paper contains an analysis that is fairly vague and does not convey a clear sense of what resulted from the interviews.	The family interview paper contains an analysis that is fairly well written and conveys a clear sense of what resulted from the interviews.	The family interview paper contains an analysis that is very well written and conveys an exceptionally clear sense of what resulted from the interviews.	
Mechanics Overall quality of the writing that includes: correct spelling, grammar, punctuation, etc.	The family interview paper contains numerous (5+) errors in writing mechanics.	The family interview paper contains few (3-4) errors in writing mechanics.	The family interview paper contains very few (0-2) errors in writing mechanics.	
Writing Style and Page Requirements <ul style="list-style-type: none"> Cover page and requirements Two page summary for each family interview Double-spaced body Five page minimum - six page maximum 	The family interview paper is missing three or more requirements.	The family interview paper is missing one-two requirements.	The family interview paper is not missing any of the requirements.	
Submission of Assignment <ul style="list-style-type: none"> Please note that an assignment not received before 5:00 p.m. on the scheduled due date will receive a zero in the grade book and cannot be made up. 	Submitted after 4:00 on the date that it is due. TBA	Submitted before 4:00 the day it was due. TBA	Submitted at the beginning of class the day that it was due.TBA	
			Total points	___/24

Midterm Rubric

Criteria	Developing 1 point	Good 2 pts	Excellent 3 points	PTS
Introduction: The article reflection contains an introduction that provides the reader with a clear understanding of what the main goal(s) are of the peer-reviewed article.	The article review lacks or has an introduction that leaves questions for the reader regarding what the specific goal(s) of the peer-reviewed article.	The article review includes an introduction of the specific goal(s) of the peer-reviewed article.	The article review includes a well written introduction that makes clear the goal(s) of the peer-reviewed article and provides a solid transition to the next section of the paper.	
Summary The reflection contains a narrative summary of the peer-reviewed article which directly provided "what the article was about" to the reader.	The article review contains a summary that is somewhat vague and does not clearly provide the reader with enough details of the article itself.	The article review contains a well-organized summary of the peer-reviewed article.	The article review contains a very well-organized summary of the peer-reviewed article.	
Reflection: The pre-service teacher provided a reflection that distinctly represents their opinion of the peer-reviewed article.	The paragraph contains a reflection that is fairly vague and does not convey a clear sense of the overall opinion of the pre-service teacher as they relate to the peer-reviewed article.	The paragraph contains a reflection that is fairly well written and conveys a clear sense of the overall opinion of the pre-service teacher as they relate to the peer-reviewed article.	The paragraph contains a reflection that is very well written and conveys an exceptionally clear sense of the overall opinion of the pre-service teacher as they relate to the peer-reviewed article.	
Mechanics Overall quality of the writing that includes: correct spelling, grammar, punctuation, etc.	The article reflection contains numerous (5+) errors in writing mechanics.	The article reflection contains few (3-4) errors in writing mechanics.	The article reflection contains very few (0-2) errors in writing mechanics.	
Writing Style and Page Requirements <ul style="list-style-type: none"> Cover page and requirements Double-spaced body Two page paper Reference page Submission of article 	The article reflection is missing three or more requirements.	The article reflection is missing one-two requirements.	The article reflection paper is not missing any of the requirements.	
Submission of Assignment <ul style="list-style-type: none"> <i>Please note that an assignment not received before 5:00 p.m. on the scheduled due date will receive a zero in the grade book and cannot be made up.</i> 	Submitted after 4:00 on the date that it is due. TBA	Submitted before 4:00 the day it was due. TBA	Submitted at the beginning of class the day that it was due. TBA	
Total points				__/18

Service Learning Project

Level	Awareness of Purpose of Service (civic engagement)	Responsibility to Community (civic engagement)	Application of Course Concepts to Service-Learning (academics)	Impact on Candidate's Personal Life (personal growth)	Total = Critical thinking (overall reflection)
<i>Distinguished</i>	Candidate is acutely aware of personal role in the service learning project. 10 points	Candidate embodies personal sense of responsibility to the service learning project by actively participating in the planning efforts as well as engaging in solving any issues that arose. 10 points	Candidate uses service experience to honestly link and evaluate their service learning involvement to their personal teacher pedagogy. 10 points	Candidate uses changes in three or more personal perspectives to inform choices and behaviors in issues pertinent to the service learning project. 10 points	
EXAMPLE	I volunteered to contact area businesses to solicit prizes, information brochures, and monetary donations. My role in requesting and collecting these materials provided a wealth of information for families regarding the activities that they can do with their child(ren) within the community. In addition, many of these activities are free or cost very little. As an active contributor to this event I see that my role was very important as my solicitations offset the amount of money that we had to take out of our budget. The gift cards...	I made sure that I attended all of the planning meetings and scheduled additional meetings with my planning colleague when needed. I made 22 phone calls to area businesses and successfully received 15 donations. There was one critical moment in the solicitation of materials when a business requested that I come to their office to pick up materials that afternoon. I had to rearrange my afternoon but I was able to get to their office. My planning colleague and I did not always agree on how to solve some issues that arose but we were able to compromise on a couple of occasions for example...	Through my participation in their service learning project I gained a lot of experience and see the value that service learning plays as a professional educator. First and foremost, I made a lot of community connections and found that there are so many individuals willing to donate their time, money, and energy to children. I found a wealth of materials that I can use in my classroom to "excite" and "engage" my future students. I will certainly find a way to generate a service learning project for my classroom or school as...	I have to admit that at first I was not too excited to take part in this service learning project. My only motivation at the time was the grade attached to my involvement in this project. I volunteered for a role that I thought would be the easiest. As I began to make the phone calls and visit businesses I found myself actually enjoying the interactions that I was having with other people. It changed my viewpoint about people within this community...	
<i>Proficient</i>	Candidate is aware of personal role in the service learning project. 8 points	Candidate has personal sense of responsibility to the service learning project by participating in the planning efforts as well as engaging in solving any issues that arose . 8 points	Candidate uses service experience to link and evaluate their service learning involvement to their personal teacher pedagogy. 8 points	Candidate provides changes in two personal perspectives to inform choices and behaviors in issues pertinent to the service learning project. 8 points	
<i>Novice</i>	Candidate is somewhat aware of personal role in the service learning project. 4 points	Candidate has some sense of responsibility to the service learning project but did not participate as actively in the planning efforts or solving issues that arose. 4 points	Candidate vaguely expresses service experience to link and evaluate their service learning involvement to their personal teacher pedagogy. 4 points	Candidate provides changes in one personal perspective to inform choices and behaviors in issues pertinent to the service learning project. 4 points	
<i>Unengaged</i>	Candidate did not participate in the service learning project. 0 points	Candidate did not participate in the service learning project. 0 points	Candidate did not participate in the service learning project. 0 points	Candidate did not participate in the service learning project. 0 points	
					/40 points

Final Project Rubric

Criteria	Developing	Good	Excellent	PTS
	1 point	3 points	5 points	
Introduction: The paper contained an introduction that outlined the following: <ul style="list-style-type: none"> The question that is the basis to the candidate's research topic, An explanation of why this topic is important and relevant to the candidate, Lastly, the candidate explained how the particular topic affects child growth and development by outlining what their paper will cover. 	The introduction lacked clarity of information within two required areas.	The introduction lacked clarity of information within one required area.	The introduction was well written and clearly addressed all three introductory requirements.	
Summary of Research The paper contained a narrative summary of the candidate's research which directly provided "what they found out about the topic" to the reader. This should be between six to eight paragraphs in length.	1 point	5 points	10 points	
	The paper contained four or less paragraphs of research narrative.	The paper contained five paragraphs of research narrative.	The paper contains six or more paragraphs of research narrative.	
Summary of Research Flow The research narrative provided the reader with a smooth flowing sequence of information.	1 point	3 points	5 points	
	The overall research narrative was difficult for the reader to interpret due to sentence structure and flow.	The overall research narrative was fairly easy for the reader to interpret yet there were a times when the information was lost due to sentence structure and flow.	The overall research narrative was easy for the reader to interpret due to sentence structure and flow.	
Analysis: The candidate provided an analysis that distinctly represented the manner in which they will apply the research findings into their future profession.	The analysis contained a reflection that is fairly vague and does not convey a clear sense of the overall manner in which they will utilize the findings of their research within their profession.	The analysis contained a reflection that is fairly well written and conveys a clear sense of the overall manner in which they will utilize the findings of their research within their profession.	The analysis contained a reflection that is very well written and conveys an exceptionally clear sense of the overall manner in which they will utilize the findings of their research within their profession.	
Conclusion: The candidate provided a conclusion that included the following: <ul style="list-style-type: none"> Restatement of original question leading to your research. New questions they have about the topic, and lastly New insights about the topic studied (what other topic ties could this research lead to?) 	The conclusion lacked clarity of information within two required areas.	The conclusion lacked clarity of information within one required area.	The conclusion was well written and clearly addressed all three requirements.	
Mechanics Overall quality of the writing that includes: correct spelling, grammar, punctuation, etc.	1 point	3 points	5 points	PTS
	The paper contained numerous (5+) errors in writing mechanics.	The paper contained few (3-4) errors in writing mechanics.	The paper contained very few (0-2) errors in writing mechanics.	
Writing Style <ul style="list-style-type: none"> Cover page Candidate's name Title of their paper or presentation, and Date that the assignment is due. The name of the course Add the Teacher Education Department slogan: "Preparing Competent, Caring Teachers" Instructor's name Double-spaced body Font -Times New Roman, Arial, or Courier text style size 12. 	The paper is missing three or more requirements.	The paper is missing one-two requirements.	The paper is not missing any of the requirements.	
Page Requirements <ul style="list-style-type: none"> Cover page Body of paper: 5-6 pages 	The paper is missing two or more requirements.	The paper is missing one requirement.	The paper is not missing any of the requirements.	

<ul style="list-style-type: none"> Reference Page Blank back page 				
APA Style Reference page The candidate correctly implemented APA format to their reference page.	Candidate did not use APA formatting.	The candidate used APA formatting for some of the research resources.	The candidate correctly used APA formatting for all research resources.	
Submission of Research Artifacts Candidate submitted printed copies of the five or more resources they utilized to generate their final research paper.	Two or more of their research resources were not submitted with their final paper.	One copy of their research resources were not submitted with their final paper.	A copy of each of their research resources were submitted with their final paper.	
Submission of Assignment <ul style="list-style-type: none"> <i>Please note that an assignment not received before 5:00 p.m. on the scheduled due date will receive a zero in the grade book and cannot be made up.</i> 	Submitted after 4:00 on the date that it is due. TBA	Submitted before 4:00 the day it was due. TBA	Submitted by 2:00 p.m. TBA	
Total points				_ / 60

POLICIES

Attendance

Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity



Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. You will not be penalized for official absences. **This attendance policy is non-negotiable.**

Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. **Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute one (1) absence and a staffing will be held with the instructor of the course in which an attendance contract will be developed. If the tardiness continues to persist the teacher candidate may be required to drop the course.

The instructor of this course will count the candidate fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress:

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Policy for Late Submission:

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate’s responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Withdrawal from Class:

Withdrawal from class after November 10, 2016 results in an automatic “F” grade for the course.

Plagiarism and Academic Integrity:

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a 'C' grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A "last-minute effort" to complete a course by the student with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade.

It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F".

Cell Phones:

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks:

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities:

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance:

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples

of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

TENTATIVE SCHEDULE

August

Course Introduction
Chapter 1

September

Chapter 18, 2-4
Exam

October

Chapters 5-10
Exam
Midterm: Article Review

November

Chapters 11-15
Exam

December

Chapters 16-17
Final: Presentations and Papers

SYLLABUS SIGNATURE PAGE

Course Title: Psychology of Child Development

Course Number: PSY 252

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date