

## PSY 3400 Curriculum Proposal – Revision to Prerequisites

### **Proposal Title:** PSY 3400 – Curriculum Proposal

**Proposed Change:** This proposal is to change the prerequisites for this upper-level course and to revise the catalog description to better reflect current course activities and objectives.

**Rationale for Change:** This proposed revision will require all students to complete Psychology 1010 and a course in child or adolescent development, either in Psychology or Education. Currently, students from Child and Family Studies are required to take Psychology 3400, and we must override their prerequisite requirements because education courses are not listed as acceptable prerequisites. Furthermore, Child and Family Studies students are not currently required to take Psychology 1010, and students who have not had any background in psychology are ill-prepared for this upper level Psychology course that requires critical reading, thinking, and writing about empirical research.

### **Current Catalog Description:**

PSY 3400 – Applied Developmental Psychology  
3 Credit Hours

An in depth examination of interactions among 1) processes in cognitive, language, social and emotional development and 2) environmental experiences of children, from birth through adolescence. Emphasis on analysis of the implications of these interactions for the welfare of current and future generations of children.

Prerequisites: Psy 2210 or department head approval

### **Proposed Catalog Description:**

PSY 3400 – Applied Developmental Psychology  
3 Credit Hours

An in depth examination of interactions among 1) processes in cognitive, language, social and emotional development and 2) environmental experiences of children, from birth through adolescence. Emphasis on analysis of the implications of these interactions for the welfare of current and future generations of children.

Prerequisites: PSY 1010; PSY 2210 or PSY 2220 or ECHD 2420 or ECHD 2430, or department head approval

**Primary Instructor:** Dr. Amye Warren

15-083 (i)

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**Economic and Pedagogical Consequences of the Proposal:** This proposed change will benefit undergraduate students who enroll in PSY 3400 by requiring at least some background in psychology.

**Impact on Other Programs/Departments:** Child and Family Studies Majors may need to take an additional course, if they have not taken Psychology 1010 to fulfill general education requirements.

**PSY 3400 Syllabus, with proposed changes *italicized in bold*, is attached.**

**APPLIED DEVELOPMENTAL PSYCHOLOGY FALL 2014 Section 1**

Course: PSY 3400 Section 01 CRN 45788  
Title: Applied Developmental Psychology  
Class Schedule: TU/TH 10:50-12:05  
Class Location: Holt 307  
Credit: 3 Credit Hours  
Professor: Dr. Amye R. Warren  
Office Location: Holt 351A  
Office Phone: 425-4262 or 4293  
Office Hours: After class on Thursdays and by appointment  
E-mail: [Amye-Warren@utc.edu](mailto:Amye-Warren@utc.edu)

**Accommodation STATEMENT: Attention:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall  
<http://www.utc.edu/disability-resource-center/>

**Counseling Center Statement:** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>

**Catalog Description:**

An in depth examination of interactions among 1) processes in cognitive, language, social, and emotional development and 2) environmental experiences of children, from birth through adolescence. Emphasis on analysis of the implications of these interactions for the welfare of current and future generations of children. Prerequisites: PSY 1010; PSY 2210 or PSY 2220 or ECHD 2420 or ECHD 2430, or department head approval

**Office Hours / Assistance:** I will be available for consultation immediately before and briefly after this class and at other times by appointment. Feel free to contact me via e-mail if you have questions or problems, and make sure that you regularly check Blackboard ([www.utc.edu/learn](http://www.utc.edu/learn)) and your UTC e-mail for announcements and information. I check and respond to e-mail frequently (typically within 24 hours), but I do not check my office voice mail every day.

**Required Texts:**

Bronson P., & Merryman, A. (2009). *NurtureShock*. New York: Twelve Publishing.

Aamodt, S., & Wang, S. (2011). *Welcome to your child's brain: How the mind grows from conception to college*. New York: Bloomsbury.

**Objectives:** This course will provide you with critical thinking skills and practice in applying them to research on topics in child development. My goal is for you to understand how we obtain knowledge about children's development and how we should evaluate and use that knowledge. The required books are not traditional textbooks but

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take a popular science writing approach. The authors of both books have examined the scientific literature on applied topics and attempted to present accurate but simplified accounts to non-scientists, particularly parents. Your work in this course will follow a similar approach.

**APA Learning Outcomes of this course:**

**3.1 Use critical thinking effectively.**

- a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
- b. Identify and evaluate the source, context, and credibility of information
- c. Recognize and defend against common fallacies in thinking
- d. Avoid being swayed by appeals to emotion or authority
- e. Evaluate popular media reports of psychological research
- f. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement

**3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.**

- a. Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)
- b. Distinguish among assumptions, emotional appeals, speculations, and defensible evidence
- c. Weigh support for conclusions to determine how well reasons support conclusions
- d. Identify weak, contradictory, and inappropriate assertions
- e. Develop sound arguments based on reasoning and evidence

**4.2 Identify appropriate applications of psychology in solving problems**

**4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.**

- a. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems
- b. Describe how applying psychological principles can facilitate change

**4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.**

**4.5 Recognize that ethically complex situations can develop in the application of psychological principles.**

**5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.**

**5.3 Seek and evaluate scientific evidence for psychological claims.**

**5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.**

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5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

5.7 Understand the limitations of psychological knowledge and skills.

7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

**Teaching Philosophy:** I believe it is my role to give you a broader and/or deeper perspective than you would obtain from reading a textbook or articles on your own. You will learn from your own research and reading as well as from each other. We will use our class time discussing research approaches and how to obtain and apply relevant information rather than a set of static facts. This will be a seminar course; your active participation is required.

**Assignments and Evaluation Policy:**

1) Participation/Attendance. Although I will not take attendance every day, I will be taking attendance frequently either via roll or participation in class activities and “pop” quizzes. This is a course in which small group work and discussion *are required* and extremely important for achieving course objectives. You should come to each class prepared with your readings and research, and ready to contribute relevant, insightful comments and questions. The *quality* of your comments will be more important than quantity. During discussions, please respect others’ views and time – do not dominate the discussions, engage in personal arguments, or stray onto irrelevant topics. Repeat offenders will lose participation points. Participation in discussion in the full class and any group work will account for 15% of your final grade.

2) Articles Summaries/Critiques. In small groups, you will read an assigned article, analyze it, and write a *brief* summary and critical analysis. This will be due *before midterm*, and guidelines will be posted. You will make a very brief presentation to the rest of the class about your article. These will serve as practice for the later projects and presentations, and represent 10% of your final grade.

3) Exams. There will be two exams; both may be at least partly take home. These exams will be primarily discussion questions that ask you to use the information from your readings and the presentations in an applied context. Your exam score on each exam will be worth 25% of your final grade for a total of 50% of your final grade. The exact dates will be announced in class and on Blackboard; tentative dates are provided on the attached calendar.

4) Paper & Brief Presentation. You will choose a specific topic (with my approval) and find an article/story/claim presented recently in the “popular” media, along with at least 3\* corresponding original *empirical* journal articles\* from the scientific literature. You will compare the popular version/assess the claim with the original scientific literature, and write a brief paper on your findings. You will answer questions on the scientific quality of the research and the implications for an audience of parents, teachers, or policy makers. You will “teach” that topic to the rest of the class.

(\*This MAY be done in a group, but then each group member will need to contribute their own 3 empirical sources and identify clearly which group member is

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responsible for which. If you choose to work in groups, it is your responsibility to coordinate and integrate your work).

Your paper is likely to be at least 8 pages long double-spaced (*plus* cover pages/charts or pictures/ and references *in APA style*), although length is less important than adequate coverage/accurate representation and critical analysis and integration of the articles (If you work in a group, see me for further guidelines regarding length). A rough draft/outline of your paper along with your chosen articles will be submitted by midterm and you will have time to respond to feedback before the final paper is due.

*Presentations will be 5- 10 minute\* summaries of your topic and findings, and will occur on a date assigned based on your topic (\*longer if group presentations).* The presentation will be worth 5% of your final grade, and the final paper worth 20%, for a total of 25% of your final grade. Presentation dates will be determined based on the number and topics. Tentative dates are presented on the attached class calendar.

5) Extra Credit. You will be allowed to earn up to 5% extra credit added to your final grade by participating in Psychology experiments/attending special presentations/enrolling children in Project Ready for School/volunteering to assist at the Chattanooga Autism Center, etc.

**Late Assignment Submission/ Make-up policy:**

I do not routinely accept late work or allow make-up exams. If you encounter a serious difficulty, you should contact me *as soon as possible*. If accepted, late work will lose one letter grade per class period late.

**Final grades will be based on a 100 point scale with 10 point increments;**  
90 points and above = A, 80-89 = B, 70-79 = C, 60-69 = D, and 59 and below = F.

***Class Expectations:***

Academic Integrity: I will not tolerate any form of cheating, including plagiarism, the use of unauthorized copies of past exams or papers, or use of other students' work. All violations will result in reduced grades or reporting to the Honor Court. Please familiarize yourself with the UTC Honor Code and definitions of plagiarism.

<http://www.utc.edu/library/help/tutorials/plagiarism/plagiarism-at-utc.php>.

*Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.*

Classroom citizenship: Please show respect for your classmates by turning off your cell phone ringer – and using your phone only for emergencies or when required for class work - I will let you know! If you must be late to class or need to leave early, please sit near the door and create as little disturbance as possible.

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Class Calendar

**Dates** Assignment Due Dates noted in red  
Revisions will be announced and posted

**Note:** I have selected some of the chapters in each book for presentation during class, but the class will choose others to discuss. "Chapters and Articles TBD (to be determined)" means that I will let you know which of your book chapters or journal articles will be covered on those dates. NS = NurtureShock; WYCB = Welcome to Your Child's Brain. Additional articles will be posted each week!

Aug 19	Introduction/Organizational Meeting
Aug 21, 26	Critiquing Research in Child Development Read and Prepare Notes on Jean Mercer Introduction chapter (will be posted on Blackboard)
Aug 28, Sept 2, 4, 9	Chapter 10 NS; Chapters 1, 3, 5, 6, 11, 16, 23, 25 WYCB; Articles on Language Development & Video/TV/Technology
Sept 11, 16, 18	Chapter 4 NS; Chapters 19,29 WYCB; Articles on Lying Article Critiques Due 9-11
Sept 23, 25	Exam 1 (Take home due 23 <sup>rd</sup> , in class on the 25 <sup>th</sup> )
Sept 30, Oct 2	Chapter 2 NS Chapter 7 WYCB and Articles on Sleep Paper Outlines Due with Reference List
Oct 7, 9	Chapter 3 NS; Chapters 20, 24, WYCB and Articles on Race/Stereotyping
Oct 14, 16	Chapter & NS; Chapter 9 WYCB; Articles on Adolescence
Oct 21	Fall Break
Oct 23, 28, 30	Chapters and Articles TBD
Nov 4, 6	Exam 2 (Take home due Nov 6)
Nov 11,13	Presentations
Nov 18, 20	Presentations
Nov 25	Presentations; Final Papers Due!
Nov 27	Thanksgiving
Dec 2	Reading Day