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Course Format: This is an online course. All materials will be posted on Learn@UW. This includes the syllabus, interactive lectures, supplemental videos, quizzes/exams, discussion boards, and announcements. Be sure to view the introductory lecture on Learn@UW for more information about course format and administration.

Course Description: This course provides a basic foundation for understanding development from conception through middle childhood. Content includes theoretical foundations, research findings, and practical applications. This course partially satisfies Learning Outcome 1 for HDFS majors.

Technical Assistance: No special software is required as long as you have a web browser with an up-to-date Adobe Flash Player plugin. We have had the most consistent success with Microsoft Internet Explorer and Google Chrome. To test your browser, remember to view the introductory lecture and practice quiz as soon as possible. If you are unable to load course content, you should contact the DoIT Help Desk to resolve any technical problems (608-264-4357, 6:00 AM to 1:00 AM, 7 days a week, http://kb.wisc.edu/helpdesk/). You should contact the instructor with questions about course content, but she will be unable to assist you with technical problems associated with the Learn@UW website.

Required Textbook: The required textbook for this course is listed below. The hardcover book is available at the University Book Store (711 State Street, 608-257-3784, uwbookstore.com). Also one copy of the hardcover book has been placed on reserve at Steenbock Library and another at College Library on the UW campus.


There is a less expensive e-book option, but you should know that this is an online book and the log-in for the book expires after 180 days. The e-book also comes with CourseMate (online activities such as flashcards, review activities, and practice quizzes), but you should know that several students were dissatisfied with CourseMate in the past (e.g., because some of the answer keys were incorrect, giving wrong answers to practice quizzes). If you opt for a hard copy of the text, you can bundle it with CourseMate for a relatively small fee. Detailed instructions for using CourseMate are posted on the course website; our CourseMate key is CM-9781111767297-0000003.

Assessment: Because this is a web-based course, your performance depends largely on self-directed learning. Your grade is based on completion of online quizzes (best 8 out of 9, 25 points per quiz), discussion board posts (best 6 out of 7, 3 points per discussion), and responses to classmates’ discussion posts (best 6 out of 7, 2 points per discussion). Grades will be assigned as follows:

A= 218-230 out of 230 points  C = 160-175 out of 230 points
AB = 206-217 out of 230 points  D = 137-159 out of 230 points
B = 190-205 out of 230 points  F = 0-136 out of 230 points
BC = 176-189 out of 230 points

Syllabus Disclaimer: The instructor reserves the right to make changes to this syllabus as needed. Any changes will be announced on Learn@UW. It is the student’s responsibility to check the website regularly, note changes to the syllabus, keep up with readings and lectures, and meet deadlines for quizzes and discussions.

Revised 01/19/2015
Modules and Interactive Lectures: Course content is organized by Modules (usually 3-4 per chapter). Each Module corresponds to some subsection of the textbook and includes a brief interactive lecture. Modules often contain one or more supplemental videos and may include links to online videos or activities. Lectures are interactive in two ways: 1) some slides require viewer input to continue (e.g., clicking on the slide) and 2) there are recap and reflection questions embedded throughout (e.g., multiple choice, true/false). Please note that these questions are meant to increase student engagement and opportunities for review and reflection. However, they do not cover content in the textbook/supplemental videos and are not necessarily similar to questions that will appear on quizzes. Therefore students should feel free to use these questions as one of many study tools but should not rely upon lecture questions as their only resource to prepare for quizzes.

Multiple-Choice Quizzes: There are 8 online quizzes, each covering two chapters in the textbook. Quizzes are due by 11:59pm every other Monday (see schedule below). The course is self-paced in the sense that students can take quizzes at any point between the time they are posted and the date/time that they are due. You can use any course materials that you want while completing quizzes (e.g., textbook, notes) as long as you complete quizzes by yourself and without assistance from other individuals. Each quiz is timed (25 min) and can be taken only once. After you begin a quiz, you cannot stop and continue at a different time. Therefore it is your responsibility to ensure that you take the quiz during a time when you will be free of distraction and can be confident that technical problems are unlikely (e.g., stable internet connection, fully charged laptop battery).

Optional Final Quiz: Students seeking an opportunity to increase their grade can take advantage of the optional 9th, cumulative quiz during finals week. Because you can take quizzes at your convenience and your lowest score (out of 9) will be dropped, late quizzes will never be accepted; if you miss one of the first 8 quizzes for any reason, you can drop that zero score and replace it with the final quiz. Also note that this is the only final that we have, so we will not meet for an in-class final exam during our scheduled exam period.

Quiz Feedback: You will be able to see any incorrect responses that you provided by going back to the quiz after it has ended (i.e., after 11:59pm on the due date). If you have questions about a quiz and/or believe that your answer is the best answer (even though it was marked wrong), email your TA with the following information up to two weeks following each quiz: 1) Text from the question you got wrong and 2) a detailed explanation for why your answer is the best answer. In this explanation, you must provide specific references to information in the textbook, lectures, or videos to support your argument. After you send this information, your TA or instructor will be happy to discuss the question with you via email or during office hours to explain why another option may have been a better answer.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Content Covered</th>
<th>Date Available (by 8:00am)</th>
<th>Due Date (by 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>Ch 1 &amp; 2 (text, lectures, videos)</td>
<td>Monday, January 19</td>
<td>Monday, January 26</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Ch 3 &amp; 4 (text, lectures, videos)</td>
<td>Monday, January 26</td>
<td>Monday, February 9</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Ch 5 &amp; 6 (text, lectures, videos)</td>
<td>Monday, February 9</td>
<td>Monday, February 23</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Ch 7 &amp; 8 (text, lectures, videos)</td>
<td>Monday, February 23</td>
<td>Monday, March 9</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Ch 9 &amp; 10 (text, lectures, videos)</td>
<td>Monday, March 9</td>
<td>Monday, March 23</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>Ch 11 &amp; 12 (text, lectures, videos)</td>
<td>Monday, March 23</td>
<td>Monday, April 13</td>
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<tr>
<td>Quiz 7</td>
<td>Ch 13 &amp; 14 (text, lectures, videos)</td>
<td>Monday, April 13</td>
<td>Monday, April 27</td>
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<tr>
<td>Quiz 8</td>
<td>Ch 15 &amp; 16 (text, lectures, videos)</td>
<td>Monday, April 27</td>
<td>Monday, May 11</td>
</tr>
<tr>
<td>Final (optional)</td>
<td>Ch 1-16 (text, lectures, videos)</td>
<td>Monday, May 11</td>
<td>Monday, May 18</td>
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Revised 01/19/2015
Discussion Board: Each student will be assigned to a small discussion group (~10 students). Every two weeks, I will post a question to the discussion board on Learn@UW (e.g., asking you to reflect on a recent news story, video, or article). You will post two responses to each discussion according to the description and schedule below. Posts will never be accepted late for three reasons: 1) you can complete them at your convenience; 2) your classmates depend on your posts to complete their own assignments; and 3) your lowest score out of seven will be dropped (i.e., you are able to skip one original post and one peer response without penalty).

Original Post (3 pts each): You will post an original response to the question by the end of the first week (see schedule below). Your original posts will be evaluated based on the extent of complexity, critical analysis, and understanding of course content. Original posts should be approximately 250-300 words.

Response to Classmate (2 pts each): You will submit a response to a classmate’s original post during the second week. Whenever possible, you should reply to a classmate who has NOT already received a response from someone else. (Exceptions will be made under extenuating circumstances, such as when two students respond to the same classmate at the same time, or the only remaining post is your own). Your response to your classmate will be evaluated based on the extent to which it is a thoughtful response that builds on the original post by adding new and substantive information that is supported by evidence. Responses to classmates’ posts should be approximately 150-200 words.

Scoring Discussions: Our TAs will score each discussion question one week after the discussion has ended. They will use the following criteria as guidelines:

- Clarity: Written clearly and organized well, with minimal grammatical/spelling errors
- Completeness: Addresses all parts of the discussion assignment and is an appropriate length
- Use of evidence: Reflects solid understanding of course content, supports opinions with evidence from a reliable source (e.g., content from this or another course you have taken)
- Extension/reflection: Extends or reflects upon course content, for instance by connecting it to personal experience or responding to someone else’s experience.

<table>
<thead>
<tr>
<th>Discussion 1</th>
<th>Date Posted (by 8:00am)</th>
<th>Original Post Due (by 11:59pm)</th>
<th>Date Reopened (by noon)</th>
<th>Peer Response Due (by 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 2</td>
<td>Mon., Jan. 26</td>
<td>Mon., Feb. 2</td>
<td>Tues., Feb. 3</td>
<td>Mon., Feb. 9</td>
</tr>
<tr>
<td>Discussion 4</td>
<td>Mon., Feb. 23</td>
<td>Mon., Mar. 2</td>
<td>Tues., Mar. 3</td>
<td>Mon., Mar. 9</td>
</tr>
<tr>
<td>Discussion 6</td>
<td>Mon., Apr. 13</td>
<td>Mon., Apr. 20</td>
<td>Tues., Apr. 7</td>
<td>Mon., Apr. 13</td>
</tr>
<tr>
<td>Discussion 7</td>
<td>Mon., Apr. 27</td>
<td>Mon., May 4</td>
<td>Tues. May 5</td>
<td>Mon., May 11</td>
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Academic Integrity: This is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student’s own academic efforts. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Please refer to the University’s website for complete information and policies regarding academic misconduct.

Disability Act Statement: I wish to fully include persons with special needs in this course. Please let me know if you need any accommodations in the curriculum, instruction, or assessment procedures of this course to enable you to succeed. I will work with you to develop strategies to meet both your needs and the requirements of the course. Please note that university services and accommodations require documentation from the McBurney Disability Resource Center on campus (702 W. Johnson, 608-263-2741, mcburney@odos.wisc.edu, www.mcburney.wisc.edu). If you need accommodations, you must send a copy of your McBurney VISA to your TA no later than two weeks after the first day of class.

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