CPSY 4310 Special Topics in Child Psychology  
Tattling to Whistle Blowing: Developmental Perspectives on Personal and Professional Integrity  
SAMPLE SYLLABUS  
Th 4:00-6:30 pm  

**Professor:** Sample Instructor, Ph.D.  
Office hours: By appointment  
Office: Child Development - XXXA  

**Contacting the Professor:** Email is the most efficient way to reach me. (Physical messages left at my office or department mailbox may not be retrieved readily.) I make an effort to check email frequently, but at times my response may occur 24 – 36 hours later. In class, I will notify students if a longer delay is anticipated during the upcoming week between classes. In order to insure that I notice your email and respond as promptly as possible, **please enter “CPSY 4310” in the subject line of your email messages.** If your message is truly urgent, add “urgent” to the subject line. You are welcome to email me with any questions relevant to course policies, requirements, or related matters.  

**Course pre-requisites:** CPsy 2301 or equivalent  

**Course Goals and Objectives:** The primary goal of this course is to critically evaluate the emergence of personal integrity and social norms from the perspective of developmental science. Towards this goal, we will learn about and compare theoretical approaches to understanding the development of "personal integrity" in the context of evolutionary theories, social development, cognitive development, and institutional policy studies. Students will learn to recognize, describe, contrast, and compare the unique contributions made by each of these perspectives. The primary emphasis in this course is on the factors that influence the development and integration of social norms and responses to norm violations. The students will learn how this topic is informed by developmental science. They will be able to locate and evaluate relevant scholarly or popular sources of research reports that inform our understanding of this topic, and will be able to identify the role of experimental laboratory studies to this topic  

**Class Format:** Most class sessions will begin with a brief quiz on an assigned reading. Each quiz will be similar in format to the demonstration quiz presented on the first day of class. Following the quiz, there will be an instructor-led discussion of the assigned reading, and possibly a classroom activity related to the readings, lecture, or discussion. The exception to this format is on days scheduled for individual or small group presentations. Note that material covered on the quiz will be reviewed immediately following the completion of a quiz, during the class period. Weekly student written assignments will also be used to guide the class discussion.  

**Course policies:**  
Course discussions will be carried out respectfully. Students are expected to participate in class discussions and to attend to other students’ contributions with respect for students’ diverse experiences and opinions. Students are expected to accept responsibility for their own actions and to respect the role of the Professor as the course leader.
**Attendance and active participation are required.** Regular class attendance is required and necessary for students to learn course material. In order to be prepared for the quiz and to contribute to the class discussions, **assigned readings must be completed before class.**

**Absences:** In view of the expectation that students participate in weekly discussions, *attendance is mandatory.* Notify the professor immediately of any scheduled events that will prevent your attendance for a given class. No make-up assignments are permitted for unexcused absences. Students are responsible for submitting assignments on time, by email, regardless of attendance. Students are responsible for obtaining information about the class material/discussion on a day you miss class for excused and unexcused absences.

**Makeup Work for Legitimate Absences:**
Excused absences are those that have been approved by the instructor, in advance; or absences for documented illness. Students will not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. A make up quiz may be approved for excused absences only. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Students with disability** are encouraged to discuss learning needs with the instructor as soon as possible, within the first week of the course.

**Course requirements:**
- **Attendance and class participation** comprise 60 points of the course final grade.

- **In brief (15 minute) class quizzes** on assigned readings (reading identified in advance) – worth 10 points each. Eleven will be given throughout the semester, and the lowest score will be dropped. A quiz missed due to absence will serve as the lowest score. 10 quiz scores will comprise 100 points of the final grade.

- **RoOaRs – Reflections on or Observations about the Readings** – 10 points each. These brief reaction papers will be due prior to every course. These are intended to reflect the reading, your understanding of the reading, and (as the semester progresses), integration with previous readings. These reactions may not exceed one page typed, single space, 1 inch margins, Times New Roman font size 12. RoOaRs are due on the moodle site by 9 pm on Tuesday preceding class. Eleven will be assigned throughout the semester, and the lowest score will be dropped. A missed RoOaR will serve as the lowest score. 10 scores will comprise 100 points of the grade.

- **Student presentations** – during the last four weeks of class, each student will present on an empirical paper (about 10 minutes), and prepare a written report of the paper that integrates prior course material. Detailed guidelines and scoring rubrics for this assignment will be provided by the instructor.

**Grading:**
- 100 points – quizzes
60 points – attendance/participation
100 points – weekly reflections/observations assignment.
100 points - one midterm
60 points – paper presentation (25 points) and written summary (35 points)
420 points total

Grading will not be on a curve. Grades will be assigned in accordance with University policy, which is to utilize plus and minus grading on a 4.000 cumulative grade point scale.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, use of personal electronic devices is limited during this class. No devices will be permitted during quizzes.

**Scholastic Dishonesty:**
Students are expected to do their own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html))

If it is determined that a student has cheated, the student in this class will be given an "F" or an "N" for the course. If cheating is suspected, it will be reported to University authorities, and the student may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, and requirements and methods for citing sources.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Week 1</td>
<td>Introduction: Defining integrity in personal, professional, and academic behavior, and identifying consequences of violations. Review of course objectives, expectations, and goals.</td>
<td>Brief reviews of moral development, and of the development of self.</td>
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**Part I: Detecting and reacting to wrong doing**

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<th>Week</th>
<th>Topic</th>
<th>References</th>
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| Week 3 | Tattling in older children and adults | den Bak & Ross (1996), *Social Development*, 5 (3) pp 293-309  
<p>| <strong>Part II: Developing social norms - the roles of social and cognitive development</strong> | | |
| Week 5 | Social and cognitive development: The development of self-concept, including academic self-concept, in early to middle childhood and the role of mastery behavior | To be determined |
| Week 8 | Cognitive development in later childhood and adulthood: the role of executive function and critical | Evans &amp; Lee (2011). Verbal deception from late childhood to middle adolescence and its relation to executive |
| Week 9 | MIDTERM | |
| Week 13 | No class | (Thanksgiving) |</p>
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<tr>
<th>Week 14</th>
<th>On promoting healthy self concept, trustworthiness, and personal integrity; discussion of UMN policies on responsible student conduct class synthesis.</th>
<th>To be determined</th>
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<tr>
<td>Week 15</td>
<td>Final exam</td>
<td>Written exam, please bring blue book</td>
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