Teaching Portfolio
Anthony Steven Dick

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Anthony Steven Dick

Teaching Philosophy

In developing a Philosophy of Teaching I have tried to clarify my role as an educator. I have identified several areas of instruction that I consider essential to effective teaching. These include a) a consciously articulated Conceptualization of Learning, b) an understanding of a Student’s Goals for Learning, c) a Method of Implementation, and d) a statement of my Goal as an Educator. In considering these I believe I have begun to develop a complete approach to teaching.

Conceptualization of Learning

In my classes I have tried to stress the learning of breadth and depth of concepts rather than specific facts. A student can memorize a formula or a set of definitions for a test, but often the student learns the material for the class, and ends up forgetting it at the end of the semester. In contrast, when concepts are stressed as the goal of learning the student leaves with knowledge of the subject matter that applies to situations outside the classroom. The purpose of higher education is not to do well on tests or to regurgitate facts. The purpose is to attain a set of skills in a specific content area, to obtain a set of general skills such as critical thinking or writing, and to obtain a broad knowledge base. This understanding provides a foundation for my approach to teaching.

The Student’s Goals for Learning

I have developed an idea of a Student’s Goals for Learning that is both realistic, and that represents an ideal that is in line with my Conceptualization of Learning. Understanding a student’s goals must acknowledge the practical demands of the college experience. These practical demands include the goal of getting good grades. Although this is the least important aspect of college education, it is a pragmatic constraint that is important to recognize. The student is often justified in his or her preoccupation with grades, but this preoccupation cannot supersede the primary reason for attending college, which is to learn. If a student is simply motivated to get good grades, they can sometimes do this at the expense of learning the material in depth. Class and homework quickly become exercises in guessing what will be on the test, rather than exercises in truly learning the material. I have thus attempted to downplay the importance of grades and tests, and stress the importance of the discussion of broad concepts (although tests are one of the many tools for achieving this goal). This approach is particularly important for a class like Statistics, where the math is simple, calculations can be made correctly with a calculator, and correct mathematical answers can be arrived at with relative ease. However, conceptually, statistics is rather difficult. My tests in Statistics, then, are designed to require learning in depth rather than a surface understanding of how to plug numbers into formulas and arrive at the correct answer.

My classes are also designed to promote discussion about important topics of the lecture, and there is always an atmosphere that encourages thoughtful questioning and skepticism. In a class like Research Methods, students often become preoccupied with getting every detail that can earn them points toward the class grade. However, in my class the goal of the grade is stressed as secondary to, for example, learning how to construct a coherent argument. In one of
my favorite lectures, we discussed a controversial scientific paper that was censored by the United States Congress. We not only discussed the scientific merits of the paper, but also the appropriateness of the topic, and the appropriateness of the congressional censorship. This obviously prompted lively debate. Interestingly, when students wrote research papers later in the semester, they incorporated a lot of the lessons from the debate into the papers. When these students graduate they will need those intangible skills such as making careful observations, asking focused questions, and considering alternative viewpoints. Generally, these are not skills that can be tested, but they are often the fruit of a classroom atmosphere of lively discussion and thought.

Method of Implementation

I have found that the best Method of Implementation for effective teaching is twofold. First, as noted above, broad conceptual understanding and classroom discussion must be stressed over factual memorization. Second, I have consistently found that students learn broad conceptualization through repeated example. Admittedly, this sounds like a simplistic approach to teaching, but it works. For example, difficult concepts in physics are often best understood in “lab” where experiments are carried out in real time. Recent research in early childhood education has shown that children often learn difficult concepts through hands on experience—a concept like proportion is often effectively taught using a balance scale. Using this example-based approach is also a primary means for integrating my outside research into the classroom. Again, it is a simple method, but it is effective.

The emphasis on examples also allows for variety in teaching, fewer boring lectures, and more classroom involvement. Examples can be practical, and can bring with them a real-world applicability that can breed discussion and interest in the classroom. Students do not generally major in Psychology to learn about research designs and statistical methods. However, if the examples in these classes have an interesting psychological content, the class is more motivated and the students learn better. Teaching in this way also allows for the use of audio-visual materials, and interactive computer software. In a class like Developmental Psychology, it is much more effective to show a video of a child performing a cognitive task than to describe the task without a visual aid. The use of visual aids is essential in a class like Anatomy and Physiology, as the three-dimensional nervous system must be seen from multiple perspectives to arrive at a coherent understanding. More preparation is required for better quality examples, but better examples are simply more effective.

Goal as an Educator

My Goal as an Educator is to be the teacher that changes the way a particular student thinks about the subject matter. I see teaching as a challenge to instill in the students a passion for learning that continues beyond the classroom. This has been most challenging for courses in which students are unmotivated by the subject matter, but these sometimes turn out to be the most rewarding teaching experiences. For example, most students I have instructed in statistics do not want to take the course (in surveys, 77% of students report they had no strong desire to take the course). However, by the end of the course they overwhelmingly report that they have learned something of value (in one Statistics course I taught, all of the students reported that I
motivated them, that they would recommend me to another student, and that they had learned a
great deal from the course).

These supportive statements encourage me, but I also realize that there is a lot of room for improvement. I try to remain aware of areas that need improvement as I find some methods are effective, and some are not. I find that students’ critical feedback is very helpful to improving my teaching effectiveness. To this end I try to gain feedback throughout the semester to understand how students in the current semester are reacting to my approach. Often there is positive praise, and of course I try to build on my strengths, but I am also aware of my shortcomings. I will only become a better instructor if I eliminate these shortcomings.

Summary

In summary, I have attempted to construct a set of goals for education and an approach to achieving those goals. I work from the philosophy that learning the breadth and depth of a variety of concepts is important, and that this is achieved by replacing a student’s desire for grades with a desire for learning. I also believe that a deeper understanding of conceptual topics requires repeated example. My future goals include improving the method by which I implement my philosophy.
Letter from the Department Chair

On the following page I include a statement regarding my teaching from Dr. Willis Overton, who at the time was Chair of the Department of Psychology, and thus had access to the evaluations of other instructors in the department. He was also my graduate advisor, and will be including an additional letter of reference speaking in his capacity as my Ph.D. mentor.
Dear Colleague,

Anthony Dick has been an exceptional Teaching Assistant and Instructor during his years as a graduate student in the Developmental Psychology Ph.D. program. During this time he has assisted in Developmental Psychology and has taught Research Methods, Developmental Psychology, and most recently Inferential Methods in Statistics. In addition, he frequently mentors individual undergraduate students on research projects, and graduate students on statistical problems. He is well liked and respected by both his students and his faculty supervisors. He is known for being highly approachable and likable. At the same time his courses are rigorous.

He has an excellent command of his material. Anthony’s classes are very well organized and he presents them in an articulate and creative fashion that maintains a high interest level, even in statistics. He is very good at fostering discussion and highly successful in developing just the right mixture of lecture and discussion for each class. He makes excellent use of audio-visual material. Anthony also recognizes and works with the variability found in student competence. Although he has only been teaching for a short time it is very clear that Anthony is a highly talented instructor.

I have recently gone over Anthony’s CATE scores and commentaries for the Fall 04 statistics course that he taught. Traditionally, statistics has been among our most difficult courses to teach, and traditionally it has not been among the undergraduates’ favorites. If there is one course that you expect to result in poor CATE evaluations it is statistics. I can’t say that I’m surprised by Anthony’s high scores, but I am extremely pleased to see just how much the students valued the course and valued Anthony as an instructor. To have 87% of the class agree or strongly agree that the course was well taught is high praise in and of itself. To find comments like “no weakness, Anthony was an amazing teacher,” and under ‘needed changes in the course’ to find “make Anthony a Professor” goes well beyond positive comments I have found for other instructors across the broad range of psychology courses.

Cordially,

Willis F. Overton
Thaddeus L. Bolton Professor and Chair
Department of Psychology
Overview of Teaching

In the following pages I outline courses for which I was the primary instructor (Section 1), I present detailed course evaluations for Inferential Methods in Psychology (Section 2), and provide testimonials from undergraduate students I have mentored or instructed (Section 3).

Section 1
General Course Descriptions

I was the primary instructor for the following courses at Temple University:

Courses Instructed

Inferential Methods in Psychology
Inferential Methods in Psychology builds from the concepts and skills learned in Descriptive Statistics. In this second course in the sequence, students learn to apply the knowledge from descriptive statistics and use it to make predictions about data. Students also: 1) gain an understanding of the logic of inferential methods; 2) develop skills for performing basic data analysis; 3) develop a repertoire of statistical techniques for the analysis of data; and 4) become able to read and interpret the results of others’ research. In addition to other statistical techniques, students learn hypothesis testing using the Binomial Distribution, t- and z-tests of means, tests of proportions, Chi-Square tests, correlation, and Analysis of Variance. Semesters instructed: Fall 2003; Spring 2004; Summer 2004; Fall 2004; Summer 2005.

Research Methods in Psychology
Research Methods builds on many of the concepts learned in statistics. In this course, the emphasis is on research design, and the conclusions we can draw from experimental research in psychology. Students learn to think critically about research in psychology by choosing a topic, collecting and researching articles relevant to that topic, and analyzing sample data. This culminates in a paper requirement where students must write a mock research paper in American Psychological Association (APA) style. Topics in the course include scientific thinking, ethics, sampling and data analysis, experimental factorial designs, and quasi-experimental designs. Semesters instructed: Summer 2002; Summer 2005; Fall 2005 (2 sessions).

Introduction to Developmental Psychology
This course is designed both for students with an interest in child, adolescent, and adult development, and for students interested in psychology in general. Although the subject matter of the course is primarily cognitive and social development, the focus cuts across several areas of psychology. There is an emphasis on thinking and writing critically. Students in this class learn to write a research paper using APA style. Topics range from general knowledge to practical knowledge, and they include infant and child cognitive and social development, parenting, attachment, adolescent development, and developmental psychopathology. Semesters instructed: Summer 2001; Summer 2005.
Section 2

Teaching Evaluations for Inferential Statistical Methods

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WRITTEN COMMENTS FROM TEACHING EVALUATIONS 12-15

Below I have compiled the feedback from both the required teaching evaluations from Temple University and from personal evaluations that I created myself. These represent evaluations from five semesters of teaching Inferential Statistical Methods, from 2003-2005. I highlight Inferential Statistical Methods because, relative to my other teaching assignments it is the course that I have instructed most frequently, and because it is the most challenging course that I have instructed.
Figure 1. Standing in relation to Department, College, and University. The figure gives the average percentile rank, across semesters, in response to four questions in relation to all other instructors in the Department of Psychology, in the College of Liberal Arts, and at Temple University.

I highlight these evaluations because I feel I am in good standing, especially considering at the time I was competing not only with my fellow graduate students, but also with tenured professors who have been teaching for a number of years. Second, I feel I do very well teaching a course (Statistics) that most students are not motivated to take. The majority of students report that their interest in the subject matter was low prior to enrolling in the class. In fact, this interest level ranks in the bottom 5% of classes in the University! However, despite this, I rank very well in evaluations of my teaching. It is a challenge to teach a course that students are required to take, and that they have little interest in, and I feel I do well in this regard.
Figure 2. Summary of evaluations in response to six questions about the course. Students were asked to give a rating in response to six focused questions about the course.
Students were asked to give ratings in response to three general questions about the course.

Figure 3. Summary of evaluations in response to three general questions about the course. Students were asked to give ratings in response to three general questions about the course.
Comments from Temple University evaluations and from personal evaluations

Below are the written comments from Temple University course evaluations. I have included the answers to the question “To improve this course, what would you have the instructor do differently?” in the section on weaknesses of teaching/course. I do not include comments regarding sensitivity to diversity because all comments were non-specific and positive (e.g., “there were no problems with diversity”, “Anthony treated everyone fairly”).

Comments from Temple University Course Evaluations

The strengths of the teaching/course were...

“Excellent. He is willing to explain anything and help. Excellent at teaching such a hard course.”

“The teacher. The book was confusing and the subject was tough.”

“Awesome teacher. Very happy and open to explain things. Very quick responding to emails. Promoted a very positive learning environment, which made learning difficult/boring concepts fun to learn. Motivated us to learn and use what we learned in class.”

“Instructor wanted everyone to learn material and pass. Instructor always had time and energy for student’s questions.”

“Use of outside sources e.g., websites, etc. Consistent review and reinforcement. Good preparation.”

“Anthony’s desire to see us all succeed.”

“He made the class interesting even though I feel the material was not of much interest to me. He always went over many examples to make sure we understood the problems.”

“ Took everything step by step to show how things were done. Very good at explaining things.”

“He is well prepared, gives good examples, easy to ask questions of and extra help if needed.”

“He related very well to the students and helped me understand the material very well.”

“His concise, easy to understand method.”

“I think he explained everything well.”

“The pace of the class. Knowledge and ability to teach math.”

“He was clear and allowed us to ask questions and come to him for help outside of class.”
“The lectures and lecture notes.”

“Straightforward. No statistical jargon.”

“Anthony’s teaching methods.”

“Information was very useful for my field of study.”

“It helped me learn a lot.”

“Difficult material which applies to what we study.”

“Very sensitive. Anthony is a great guy and a talented instructor.”

“Explained material well, had many examples available.”

“Explained material well, offered help when needed.”

“Anthony was a good facilitator in that we got to answer questions whenever possible. A lot of stats tests were taught.”

“It advanced to a deeper understanding. The material was not as easy as the first level.”

“Teachers notes.”

“Knew material well and was able to explain well.”

“You were very friendly.”

“Anthony is strong in verbal, written, and in the art of computers.”

“Lectures; giving examples and applying what we were learning.”

“Anthony made every effort to explain the concepts as clearly as possible, taking care to go over them as often as was necessary for people to catch on.”

**The weaknesses of the teaching/course were…**

**To improve this course, what would you have the instructor do differently?**

“No weaknesses. Anthony was an amazing teacher. I would rather have a graduate student teach this course than a professor.”

“Nothing. I would recommend him to anyone who needs the course.”

“Nothing. Make Anthony a professor.”
“Too much material to be covered in the summer course.”

“Nothing. Stats is a very difficult subject.”

“A lot of material to cover in a short time”

“Use a different book.”

“The book. Too confusing for me.”

“Nothing really I can think of. He is a good instructor.”

“[The subject] is complex, can be difficult to learn/understand.”

“Use a better book.”

“Need to go more slowly with examples in lectures. Needs to gain more experience and will. He is a decent teacher.”

“The book was confusing.”

“Exams were not fairly graded. I believe I knew the material much better than exams conveyed.”

“Sometimes instructor went too fast with examples.”

“The book.”

“A little dry at times.”

“The workbook. The assignments and extra problems”.

“Nothing comes to mind. It was a great course. Nothing needs to be changed.”

**General Comments from Personal Class Evaluations**

"Excellent teacher! Took personal time to help me. I would recommend him for this class."

"Your availability for extra help was great, email response was also very timely. Thanks!"

"I thought your teaching style was great. Statistics isn’t exactly interesting, but class was never boring and I really got a lot out of the class."

"Good class."

"You made this class fun and statistics interesting."
"The teacher did a good job encouraging students to do their best and always took time to explain when a student was lost."

"Pace was fast, but teaching skills and content of lectures enabled me to do well."

"More examples of problems perhaps, i.e., more homework problems; liked use of blackboard and availability of teacher and answers to questions."

"I really felt like you wanted us to do well. Very interesting and helpful. Does a great job of making the class enjoyable."

"Anthony is a great teacher who challenged me and helped me to understand all that was being taught."
Section 3

Testimonials from Undergraduate Students

Under the direction of Dr. Willis Overton (at Temple University) and Dr. Steven Small (at The University of Chicago), I have helped to develop the research ideas of several undergraduate students. This includes meeting once weekly to discuss the research, read and discuss articles on the topic, and update the progress of the project. Additionally, these students conducted data collection, and (at Temple University) they accompanied me to collect data in area preschools and daycares. They are all excellent and motivated students. Mentoring these students has been my most enjoyable teaching experience. I have enclosed some testimonials from them (Warren Anderson, Soraya Ally, and Eunice Evans at Temple University; Doug Godwin and Julia Sheffield at The University of Chicago) describing the research they do, and the ways in which they feel I have helped further their educational development. I also enclose a testimonial from a student (Laila Kennedy) who took my Inferential Statistical Methods course.

Doug Godwin, Undergraduate Research Assistant, The University of Chicago

Anthony Dick recruited me into the Human Neuroscience Laboratory during my second year of college at the University of Chicago. In the two and a half years I worked there Anthony became both a mentor and a friend. He introduced me to the work I would eventually write my senior thesis on, all the while teaching me every step of the way about fMRI research. I cannot express enough how crucial he was to my education and in helping to solidifying goals for my future career.

Specifically, Anthony stressed understanding the fundamentals of neuroscience research as essential to me. He recommended brain atlases, textbooks on the physics of an MRI machine, as well programming tutorials. He quizzed me in his free time and answered any question I had, all the while encouraging me to find the answers on my own. Once I began my own research, he worked with me every step of the way, suggesting readings and helped me with programming code. I graduated with honors in psychology from the University of Chicago in no small part due to Anthony’s help.

Helping one undergraduate for over two years with his advice and experience shows what a fantastic mentor Anthony can be. However, what makes him invaluable to have around is that he provides this advice and support for everyone in the lab. Every single person we worked with respected and requested his knowledge. Nevertheless, during the time I knew him, he worked tirelessly on his own work. I would recommend Anthony for any academic position.

Julia Sheffield, Undergraduate Research Assistant, The University of Chicago

As a first year undergraduate at the University of Chicago, I met Anthony Dick at a meeting for psychology majors and quickly became interested in his research. Having just come out of high school, I was new to the world of research and had essentially no skills or prior knowledge of neuroscience, linguistics, or statistics. This did not deter Anthony from mentoring me. With incredible patience, Anthony began teaching me the fundamental knowledge I would
need in order to work in the lab; all the while making sure I was learning information and skills that would enrich my education.

Anthony could have easily seen me as an undergraduate who he could give menial tasks, but instead he challenged my thinking and made me excited about research. His passion for his work was evident from the beginning and his seemingly limitless patience made him a wonderful teacher and mentor. This past spring when I was applying for a fellowship, Anthony took hours out of his days to help me put together a research proposal. His attention to detail and desire for me to truly understand why certain sections needed to be fixed and why different areas were important made writing the proposal into an invaluable learning experience.

I believe that Anthony's passion for research, his patience, understanding, sense of humor, and constant willingness to take time out of his own work to help others will make him an incredible teacher. I was lucky enough to have him as a mentor for the past three years and I know he will stand out as exemplary for those he teaches in the future.

Warren Anderson, Honors Student, Temple University

Anthony’s contributions to my success and as a student are immeasurable. Anthony has assisted and supported me in every stage of the research process – reading and analyzing research articles, designing studies, and analyzing data. On many occasions Anthony and I have had stimulating conversations about the research I have been conducting on reasoning and decision-making. Such conversations about my research in particular – and psychology in general – have substantially enriched my learning experience at Temple.

After two years of working alongside Anthony, I believe that my critical thinking skills have been sharpened and my understanding of research analysis and design, data analysis, and the scientific process in general, has been enhanced substantially – as a direct result of the many hours I have spent with Anthony. It should also be noted that, despite Anthony’s heavy workload as a graduate student, he has never hesitated to the slightest degree to offer assistance, support, and conversation to both myself and other undergraduate students.

Unfortunately, the examples cited above fall short of describing the extent to which Anthony has consistently offered his time and expertise to both me and others, and the extent to which this generosity and expertise has been beneficial to me. In fact, Anthony appears to devote as much of himself to helping others in their work as he does for his own work – which is a lot in both cases. Anthony’s generosity and integrity are beyond reproach.

Soraya Ally, Honors Student, Temple University

Anthony Dick has been a great asset teaching me the difficult aspects of research methods. He has proven to be quite capable of explaining various theories and ideas related to psychological research. In addition, he presents himself as a person who is easy to converse with. The research that I am working on with Anthony concerns executive function and the development of problem solving abilities in pre-school children. We are using a card-sorting task in which children have to sort cards according to one dimension (e.g., color) followed by sorting
cards by another dimension (e.g., shape). Young children have trouble switching to the new rule if it follows the first rule. We are currently looking at whether a time delay imposed in between the sorting tasks will help children to sort the cards correctly the second time. Anthony has provided great guidance thus far in my research with my literature review and the process of starting my research. We meet often for discussion about research articles and the theories behind them. One thing I find particularly helpful is that he has always included me in the process of constructing a research design and the various methods associated with them. Anthony has been a great source of information and guidance throughout this research process.

Eunice Evans, Honors Student, Temple University

I am currently working with Anthony on the development of executive function in children 3 - 4 years of age. We are researching perseveration, the inability to switch from one task to another. In the fall, I accompanied Anthony to the daycare centers to see how this research is carried out and I expect to carry out my own research in daycare centers and preschools during this semester. As a research group we meet regularly with Anthony where we talk about the research and discuss the literature regarding executive function development. His help has been of great value in learning how to do research, especially in those areas where I am not sure just how to apply what I have learned in class.

Testimonial from a student in my Inferential Statistical Methods Course

Laila Quinn Kennedy, Student, Inferential Statistical Methods Fall 2004

During the fall semester 2004, Anthony was my instructor for Psychology 122 (Inferential Methods) at Temple-Ambler. I found him to be personable, accessible and in clear command of the course material and would without pause recommend his class to other students.

The greatest strength of Anthony’s teaching is that he really understands the complexities of statistics. Moreover, he has an ability to break those concepts down into the simplest terms so that his students understand them as well. Over the course of the semester, Anthony made a considerable effort to explain to his students the reasoning behind the various statistic tests and the rules by which they are applied, rather than ask that they simply be memorized. His tests, in particular, reflected the importance of the theoretical side of statistics and routinely included conceptual questions in addition to standard problems.

As a member of his class, I found Anthony to be very approachable and genuinely interested in helping students do their best. From the start, he invited us to engage him either in class or one-on-one with any questions about or difficulties with the material. And he welcomed any feedback on the class and his approach to teaching it.

Overall, I found Anthony Dick to be a very strong teacher and would certainly recommend his class to any student interested in or required to take Inferential Methods.
Appendix
Course Syllabus

READING MATERIALS


COURSE PREREQUISITES

Psychology C067, Sociology C067, or Mathematics C067

OBJECTIVES

The major objectives of this course are to: (1) gain an understanding of the logic of inferential methods; (2) develop skills for performing basic data analyses; (3) develop a repertoire of statistical techniques for the analysis of data; and (4) be able to read and interpret the results of others’ research.

CALCULATORS

The use of a reasonably cheap calculator is encouraged. Minimally, the calculator should have an 8-digit LCD (10-digit preferred), a square root button, and either use algebraic logic or have addressable memory.

ATTENDANCE

Although not required, class attendance is VERY STRONGLY SUGGESTED because class coverage of material is considered the primary source of information, with textbook information considered secondary. Unless you are already good at Inferential Statistics, you won’t do well if you don’t attend class.

ASSIGNMENTS

Contained in the packet are eight sets of Homework Problems (“regular,” and “extra” sets of each) corresponding to class coverage of statistical techniques. Doing the assigned homework problems (although not necessarily arriving at the correct answers) accounts for 15% of your grade. It is STRONGLY RECOMMENDED that you work on each “regular” set of problems as soon as the material has been covered in class. Each assignment has a maximum grade of 3. Late homework will lose 1 point for each class period that it is late. In the case of absence from class, it is the student’s responsibility to find out the hand-in days.
The nine “extra” sets of problems can be useful either for students wanting more practice and/or studying for examinations.

EXAMINATIONS

There will be three in-class examinations, with percentage weights given below. The first two examinations are non-cumulative, and the final exam is partially cumulative (including new material plus a review of older material).

These exams will cover both conceptual material as well as calculation problems applied to fairly small sets of data. Grading of these exams is only curved when determined necessary by the instructor.

Hopefully, students will realize that it is better to work on the material THROUGHOUT THE COURSE than to try to cram it in as an exam is quickly approaching. If for some legitimate reason you must reschedule a test, please contact me beforehand. Excuses given after test time must be EXCEPTIONAL. Excuses given after test time will usually result in lowering of the test score by one letter grade.

COURSE GRADE

Final course grades will be calculated as a weighted sum of the three exams plus the weighted homework grades. An exception to this occurs when the direction of the exam grades shows successive improvement from 1st to 3rd exam, in which case the improved exam grade (i.e., 2nd and 3rd) will exert greater influence in determining the course grade.

DISABILITY DISCLOSURE STATEMENT

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

ANTHONY’S RULES

1. Ask lots of questions.
2. Don’t cheat. If I catch you cheating and have sufficient evidence, I will fail you outright and report you to the university.
3. Let me know if you are having problems with the class, style of teaching etc.
4. Attend class.
5. I do not inflate grades. The grades you get are the grades you earn. If you are supposed to graduate this semester, but you earn a D, you’ll be back next semester.
6. Please turn off (or turn to silent mode) all cell phones, pagers, messengers etc before entering class. Students are permitted to answer emergency calls (from children, family etc.), but don’t make it a habit because it disrupts the class. TEXT MESSAGING IS NOT PERMITTED.
### APPROXIMATE COURSE SCHEDULE (Subject to Change at Instructor Discretion)

<table>
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<th>Approx. Dates</th>
<th>M&amp;K Chapter</th>
<th>Subject</th>
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<td>August 30</td>
<td>1-8</td>
<td>Overview &amp; Review of Descriptive Statistics</td>
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<tr>
<td></td>
<td></td>
<td>Homework Problems 1</td>
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<td><strong>September 6: No Class, Labor Day</strong></td>
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<td>September 13</td>
<td>11-12</td>
<td>Review of Sets and Probability</td>
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<td></td>
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<td>Homework Problems 2 (<a href="#">Last day to drop September 13</a>)</td>
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<td>Binomial Sampling Distributions</td>
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<td>Homework Problems 3</td>
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<td>September 27</td>
<td>12</td>
<td>Tests Using Binomial Sampling Distributions</td>
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<td>Homework Problems 4</td>
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<td>October 4</td>
<td><strong>EXAM (25%)</strong></td>
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<td>October 6</td>
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<td>Review of Exam – Correlation, Regression, and some Tests of Means</td>
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<td>Homework Problems 5 &amp; 6</td>
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<td>October 18</td>
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<td>Tests of Frequencies &amp; Proportions</td>
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<td>Homework Problems 7</td>
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<td>November 1</td>
<td><strong>EXAM (25%)</strong></td>
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<td>November 3</td>
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<td>Review of Exam - Analysis of Variance (ANOVA)</td>
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<td>Homework Problems 9 (<a href="#">Last day to withdraw November 1</a>)</td>
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<td>November 22</td>
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<td>Contrasts and Effect Sizes</td>
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<td>Homework Problems 10</td>
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**Thanksgiving Break November 25th – 28th**

**Last day of class is December 8**

| Week of December 13 | **FINAL EXAM (35%) Time TBA** |
Psychology 200
Introduction to Developmental Psychology

Instructor: Anthony Dick
Course #: 009735-011
Class Hours: M – R, 9:00 – 10:30 am; Summer Session I
Location: Weiss Hall B035

Office Hours: TR 12:30pm-1:30pm or by appt.
Office: Weiss Hall, 5th Floor, #541
Email: anthony.dick@temple.edu

Course Objectives:
This course provides an overview of the theories, methods, and phenomena of child psychology, and examines the implications of this information for enhancing child development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to adolescence, are considered. The approach to these topics is scientific, with an emphasis on recent research findings in developmental psychology.

Required Textbook:
**This textbook is about $100 new and $60 used (see amazon.com or the Temple bookstore).

Prerequisites:
Please note that the Psychology Department will drop all students who do not meet the following prerequisites:
(a) Psychology 60

Course Requirements:

Academic Integrity:
Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones, not reading the newspaper during class, etc. This class will touch on some potentially controversial topics (e.g., fetal life, gender differences, the origins of sexual orientation) and it is expected that all students will show respect for the opinions and views of others that may be expressed in class. Professional behavior also includes adhering to the Temple University rules for academic honesty (available in the student handbook). Cheating and plagiarism will not be tolerated.

Quizzes:
Six quizzes, each comprising ten objective questions similar to those asked on the examinations, will be administered on the dates indicated on the class schedule. The purpose of the quizzes is to encourage students to keep up with the assignments, to attend class regularly, and to provide a study guide for the examinations. Because quizzes will document your attendance and participation, there are no make-up quizzes. However, the lowest quiz grade will be dropped, and the average grade on the remaining quizzes will be 10% of the final grade.
Examinations:

Each student will take three examinations. The three exams will be combined multiple choice, true/false, and fill-in questions. Questions will come from both lecture and your text. The first exam will be on chapters 1-4, the second on chapters 5-9, and the third on chapters 10-15.

Note regarding make-up exams:
Make-up exams will only be given if you contact me within 24 hours of
a) a serious illness or injury, for which you have documentation from a physician,
b) an accident, for which you have documentation from a police officer, or
c) you made arrangements prior to the exam to attend to urgent family affairs (e.g., a funeral).

If you fail to take the exam for other reasons you will receive 0 points. It is your responsibility to make sure that a missed exam is made up within a timely manner. It is to your advantage to take the regular exam if at all possible, as make-up exams are in essay format and tend to be more difficult than the regular ones. THERE WILL BE NO MAKE-UP EXAMS FOR THE THIRD AND FINAL EXAM.

Disability:

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Attendance:

Class attendance is strongly recommended. Lectures will include material that is not in the textbook. If you miss a class, it will be your responsibility to find out from your course partners what happened in class (including handouts, assigned readings, announcements, and lecture content).

Grading and Grade Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Quizzes (Best 5 out of 6)</td>
<td>10%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>25%</td>
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<tr>
<td>Exam #2</td>
<td>30%</td>
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<tr>
<td>Exam #3</td>
<td>35%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Final Grades:
Your final grade will be based on the following grading scale:

A - 93 - C - 73-76
A- - 90-92 - C- - 70-72
B+ - 87-89 - D+ - 67-69
B - 83-86 - D - 63-66
B- - 80-82 - D- - 62-
C+ - 77-79 - F - 59
## Course Schedule (Tentative)

<table>
<thead>
<tr>
<th>Week #1:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Course Introduction/Syllabus/Assign Course Partners</td>
<td>Intro/History/Methods to Child Development</td>
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<tr>
<td></td>
<td>Quiz 1/Prenatal Development</td>
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<tr>
<td></td>
<td>Readings</td>
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<tr>
<td></td>
<td>Ch. 1</td>
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<td>Ch. 2</td>
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<table>
<thead>
<tr>
<th>Week #2:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Prenatal Development/Biology &amp; Behavior</td>
<td>Biology &amp; Behavior</td>
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<tr>
<td></td>
<td>Quiz 2/Theories of Cognitive Development</td>
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<td>Theories of Cog. Dev./Review for Exam 1</td>
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<tr>
<td></td>
<td>Readings</td>
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<tr>
<td></td>
<td>Ch. 2-3</td>
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<td>Ch. 3</td>
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<td>Ch. 4</td>
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<thead>
<tr>
<th>Week #3:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Exam #1 (Covers Chapters 1 – 4)</td>
<td>Infancy</td>
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<tr>
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<td>Infancy/Language Development</td>
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<tr>
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<td>Quiz 3/ Language Development</td>
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<td>Readings</td>
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<tr>
<td></td>
<td>Ch. 5</td>
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<td>Ch. 5-6</td>
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<tr>
<th>Week #4:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Conceptual Development</td>
<td>Conceptual Development/Intelligence</td>
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<td>Quiz 4/ Intelligence/Social Development</td>
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<td>Social Development/ Review for Exam 2</td>
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<td>Readings</td>
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<td>Ch. 7</td>
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<td>Ch. 7-8</td>
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<td>Ch. 8-9</td>
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<th>Week #5:</th>
<th>Topic</th>
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<tr>
<td>Exam #2 (Covers Chapters 5 – 9)</td>
<td>Emotional Development</td>
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<td>Emotional Development/Attachment</td>
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<td>Quiz 5/Attachment</td>
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<td>Readings</td>
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<td>Ch. 10</td>
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<td>Ch. 10-11</td>
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<tbody>
<tr>
<td>The Family</td>
<td>Peer Relationships</td>
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<td>Quiz 6/Moral Development</td>
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<td></td>
<td>Conclusions/Review For Final</td>
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<td>Readings</td>
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<td>Ch. 12</td>
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<td>Ch. 14</td>
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<td>Ch. 15</td>
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<thead>
<tr>
<th>Week #7:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Exam #3 (Covers Chapters 10 – 15)</td>
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