

Child Development

Psychology 311
TuTh 12:30-1:50

Tom Dishion, Ph.D.
Spring 90

Objectives: This course will cover the physical, cognitive, emotional, and social development of children and adolescents. Students will become familiar with the major developmental milestones within each of these domains and the major theoretical explanations of *how* development occurs. An effort will be made in lectures to discuss the practical applications of child development, as well as to promote skills for thinking critically about research on children and adolescents.

Text: Shaffer, D. (1989) Developmental Psychology: Theory, Research and Applications.. Monterey, Ca: Brooks-Cole Publishing Co.

<u>Dates</u>	<u>Topics</u>	<u>Chapters</u>
3/29 to 4/3	Introduction, Methods, Theories	1,2
4/5 to 4/12	Hereditary Influences, Prenatal Development	3,4
4/17 to 4/19	Physical and Perceptual Development	5,6
4/24 to 5/1	Learning Processes and Language	7,8
5/3	Midterm	
5/8 to 5/10	Cognitive Development and Intelligence	9,10
5/15 to 5/17	Emotional and Sex Role Development	11,13
5/22 to 5/24	Social Development	12,14
5/29 to 5/31	Family, peer and cultural influences	15,16
6/4-9	Final Exam	

Grading: There will be a brief quiz at the end of each of the above topics that require either brief answers or definitions of main concepts in the readings and lectures. There will also be a midterm and a final. The eight quizzes will count for 30% of the course grade, the midterm and final 70%. The course grade will be based on an absolute grading scale (i.e., not a curve). A weighted average above 90% across all tests will be roughly equivalent to an A, 80% a B, 70% a C etc.

Office Hours:
TU,TH 2-3pm
M,W,F
(or by appointment)

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