Psychology 375 – Development

Summer 2004 – CRN 44456 Mondays, Tuesdays, Wednesdays, Thursdays 8:00 a.m. – 9:50 a.m. - Straub 146 June 21 – July 15

Instructors

Anne Mannering Office: Straub 390, Phone: 346-4795 <u>amanneri@darkwing.uoregon.edu</u> Office Hour: Thursdays 10:15-11:15 a.m. Jennifer Simonds Office: Straub 408, Phone: 346-4852 jsimonds@darkwing.uoregon.edu Office Hour: Tuesdays 2:00-3:00 p.m.¹

Course Description

This course is gives you an introductory overview of different aspects of developmental psychology. We will only be touching on issues arising from infancy to adolescence. This course will not cover everything in the text book, but will focus instead on what we feel are the most important issues in child development. Information on most of the issues we will discuss is provided in the text book. However, lectures are intended to augment the material in the text book rather than review it.

Required Textbook

Siegler, R., DeLoache, J., & Eisenberg, N. (2003) *How children develop*. New York: Worth Publishers.

Optional Study Guide

Saxon, J. L. (2003). *Study guide*. [to accompany *How children develop*]. New York: Worth Publishers.

Day	Date	Торіс	Reading or Homework Due in Class - * Note * Always Read Chapter Summaries along with assigned pages.
Мо	6-21	Introduction to Development, Syllabus, Course Outline	None
Tue	6-22	History, Themes and Research in Child Development	Chapter 1 pgs. 9-23 ² ; 30-38(Note: Reading Reactions may be turned in on any day a chapter is due)
Wed	6-23	Prenatal Development, Newborns & Infancy	Chapter 2 - pgs. 69-80 (no reading reaction possible); Chapter 5 pgs. 168-183; 188-192 Reading reaction from question 1 or 2.

Tentative Course Schedule

¹ Note: I (Jen) have another office hour for another class on Wednesday 2:00-3:00 p.m. Students for that class have priority (as you do for Tuesday's hour) but you can always check and see if I've got time then.

^{2} Note: If you have not taken Psy 303 or a research class of any kind, it is optional yet recommended that you read pp. 24-29.

Day	Date	Торіс	Reading or Homework Due in Class - * Note * Always Read Chapter Summaries along with
			assigned pages.
Thu	6-24	Biology and Behavior	Chapter 3 pgs. 82-112 – Reading Reaction from questions 1-3. (Two Reading Reactions due by Thurs.)
Мо	6-28	Theories of Cognitive Development	Chapter 4 pgs. 127-142; 154-165 - Reading Reaction from Questions 1- 3 or 5 Exam 1 (Chapters 1, 2, 3, and 5)
Tue	6-29	Development of Language And Symbol Use	Chapter 6 (all)
Wed	6-30	Conceptual Development	Chapter 7 (all)
Thu	7-1	Social Development	Chapter 9 pgs. 328-345 – Reading Reaction questions to be provided. (Two Reading Reactions due by Thurs.)
Fri	7-2	(No Class)	Outline of Presentation Idea due to Psych Office by Friday at 11:00 a.m.
Мо	7-5	NO CLASS – HOLIDAY	
Tue	7-6	Emotional Development	Chapter 10 (all) Exam 2 (Chapters 4, 6, 7 and 9)
Wed	7-7	Attachment to Others and Development of Self / The Family	Chapter 11 pgs. 412-428 – Reading Reaction from Question 1 or 2 & Chapter 12 pgs. 452-470 – Reading Reaction from Questions 1-3.
Thu	7-8	Peer Relationships / Moral Development	Chapter 13 (all) / Chapter 14 pgs. 532-546 – Reading Reaction from Question 1 or 2. (Two Reading Reactions due by Thurs.)
Fri	7-9	(No Class)	Full Draft of Presentation Content due to Psych Office by Friday at 11:00 a.m.
Мо	7-12	Conclusions	Chapter 15 (all) (Last Reading Reaction) Exam 3 (Chapters 10-14)
Tue	7-13	Presentations / Exam Review	
Wed	7-14	Presentations / Exam Review	
Thu	7-15	Final Exam (All Chapters)	Presentation Write Up Due.

Course Requirements

Class Attendance	60 pts.	4 pts. per class session
Reading Reactions (7)	280 pts.	40 points each
Presentation	360 pts.	(Outline (40 pts.), Draft (40 pts.), Presentation
		(140 pts.), Write-Up (140 pts.))
Exams	300 pts.	(3 Weekly (60 pts. ea.), 1 Final (120 pts.))
Total Possible	1000 pts.	

Class Attendance

Because of the intensive nature of the 4-week summer schedule, attendance during the class sessions is very important. Attendance will be taken at each class session. Your Course Attendance grade will be based on attendance in 15 class sessions. This means that it is possible to miss 1 class session out of the 16 classes with no penalty. If you know ahead of time that you will be missing class, you must contact one of the instructors.

Reading Reactions

Two Reading Reactions are due each week. You may choose which two chapters assigned for that week will be the subject of your reading reactions.

Guidelines for Reading Reactions:

- *Minimum* of 1 typed, double-spaced page (12 pt. Times Roman, 11 pt. Arial Font or equivalent).
- *Maximum* of 2 pages (double- or single-spaced).
- Begin with a *brief* (1 paragraph) summary that includes main topics covered in the chapter.
- Answer one of the Critical Thinking questions at the end of the chapter.
- This is not as formal as a research paper. You may use first person and fairly conversational language; however, we do expect that you will write in a grammatically correct, coherent way so we can understand what you are trying to say.
- Each reaction is due at the beginning of the class on the day that the chapter is due.

Reading Reactions are graded as follows:

40 Points Summary covers main points in chapter.

Response to critical thinking question shows attempts to consider multiple aspects of problem or topic.

It appears that a reasonable amount of effort was put forth to write a complete Reading Reaction.

Writing is clear and understandable. (Have another person read it if you are uncertain) Writing is grammatically correct.

- 35 Points One or two areas listed above are lacking and/or incomplete.
- 30 Points Assignment is considered complete, but three or four areas are lacking and/or incomplete.
- No Pass Assignment is not complete and/or is lacking severely in all areas.

Presentation

During the first class session you will be asked for your preference for topics from among the following possibilities:

- Information Processing
- Intelligence/Academic Issues
- Gender Development
- Self in Adolescence
- Changes in Families
- Prosocial / Antisocial Behavior
- Self-Esteem
- Ethnic Identity

Presentations will have a group and an individual component. Your group will give general information on the topic together and then each individual will present a different aspect of the topic. Presentations will be fairly short – approximately 7 minutes for the group aspect and 2 minutes each for individual presentations. Exact times and instructions for outlines, drafts, and write-ups will be distributed in class. Your presentation grade will consist of a combination of evaluation sources: participation in your group (self- and peer-rated), the group's presentation, and your individual presentation.

<u>Exams</u>

Testing will consist of three weekly exams (Mondays of Weeks 2, 3, and 4) and one final exam. Material on the exams will be drawn both from required readings and from class lectures and will consist of multiple choice and short answer questions. The final exam will be cumulative and will consist of multiple choice, short answer, and essay questions.

Extra Credit

There is a possibility of up to 2% added to your final grade for two possible extra credit assignments:

- One hour of experimental credit through the Human Subjects Pool. (1 hour = 1% added to final grade)
- Completion of a U of O Bingo Card. This card contains the names of researchers in our very own department whose work is discussed in our textbook. As you read through the chapters, you will encounter their names. As you do, you will need to write a short account of their work on the bingo card and cite the page. When your card is full, turn it in. (Full card = 1% added to your final grade)

How to Prevent Computer Problems

<u>Computer problems are not allowed as an excuse for late submissions of assignments in this course.</u> Because of the availability of computers in campus labs (library, EMU, etc.), you are expected to submit assignments printed clearly and on time. Your greatest insurance policy against computer problems is to avoid completing your work at the last minute. If you save finishing a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor **BEFORE** the deadline. Some steps (this is not an exhaustive list) you can take to eliminate the possibility of a computer mishap making your assignment late are as follows:

- 1. *"I lost my file."* Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by a) storing on a remote server (go to Computing Help Center to learn how to do this) or b) sending files to yourself by email attachment.
- 2. "*My printer jammed*" "*I ran out of toner*" First Allow at least a half-day in advance to print your paper (while a computer lab is open). Have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko's is a 24-hour option for printing documents. Make arrangements with a friend, family member, or neighbor for getting help with printing. Ask them in advance: "If I were to have computer problems, would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house." Have a second toner cartridge on hand if you haven't changed yours recently.
- 3. "Something happened to my computer and I don't know how to fix it." "My computer crashed." Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you're on campus to ask questions about functions on your computer you don't understand. If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better. (And, see #1 & #2).

ADDITIONAL NOTES

- <u>**Concerns**</u>: If you find yourself doing more poorly in the class than anticipated, please see the Instructors *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.
- <u>Accommodations</u>: If one of the following applies to you, please see the instructors *as soon as possible* to make adjustments. You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible:
 - Documented learning or medical disability;
 - Non-documented need for adjustments to help you learn;
 - On a sports team that travels this quarter;
 - English is not your first language.

ACCESSING BLACKBOARD

<u>Logging On:</u> You MUST have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <u>http://libweb.uoregon.edu/kitc/faq/faq.html</u>.

- Go to <u>http://bb1.uoregon.edu</u>
 - o Username: your email address (e.g., jsimonds@darkwing)
 - o Password: your email password