

Developmental Psychology

Psychology 375 (CRN 15368)

Fall, 2005

4 Credits

MW 10:00am-11:20am

240A McKenzie

Instructor: Dr. Jennifer C. Ablow
Office: 201 Straub Hall
Phone: 346-4554
e-mail: jcablow@uoregon.edu
Office Hrs: Mondays 12-1.30, and by appointment

GTF: Megan McDade, MS
Office: 351 Straub Hall
Phone: 346-4930
e-mail: mmcdade@uoregon.edu
Office Hrs: Thursdays 10-12, and by appointment

OVERVIEW

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. A number of themes guide the integration of the material. These themes, which are emphasized throughout the textbook, are: 1) the interaction between biology and environment throughout development; 2) the ways in which children affect their own development; 3) the mechanisms that underlie developmental change; 4) individual differences in development; and 7) the use of research findings to promote children's welfare.

Course Objectives

1. To examine age-related changes in children's physical characteristics, social behaviors, and cognition
2. To explore alternative explanations for these changes
3. To develop skills in reading, evaluating, and synthesizing research in child psychology
4. To apply knowledge regarding child psychology to both formal and informal observations of children

In summary, this course gives you an *introductory* overview of different aspects of developmental psychology. We will only be touching on issues arising from infancy to adolescence. We 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. Some lectures are designed as a review and some lectures are designed to augment the basic information you read in the textbook.

If you have taken a 400-level development course (Cognitive and/or Social Development), the material in this course will be a basic review of the material covered in that class. On the positive side, it may allow you to think about the material in a new way. On the negative side, you may become bored with the introductory level at which information is presented.

TEXT AND MATERIALS

Textbook (*the text book is available for purchase at the bookstore*):

Siegler, R., DeLoache, J., & Eisenberg, N. (2003). How Children Develop. New York, NY: Worth Publishers.

Supplemental Readings (*supplemental readings are available on line*):

Week 7:

1. Main, M. (2000) The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress. *Journal of the American Psychoanalytic Association*.

2. Hesse, E. & Main, M. (2000). Disorganized infant, child, and adult attachment: Collapse in behavioral and attentional strategies. *Journal of the American Psychoanalytic Association*, 48, 1097-1127. Main, M. (2000) The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress. *Journal of the American Psychoanalytic Association*.

Textbook website: <http://bcs.worthpublishers.com/siegler/>

Class website: <http://blackboard.uoregon.edu>.

COURSE REQUIREMENTS

Your grade in this course will be based on the points you earn on weekly quizzes, assignments, participation in class activities, and attendance.

Class participation and attendance: You are expected to attend class. Some topics not found in the reading will be covered in lecture. In addition, there will be some in-class activities in which you will be expected to participate. Furthermore, your contributions to the class are a potentially valuable resource to the other class members. I don't plan on taking attendance regularly, but there will be 6 in-class activities across the quarter during which I will document attendance. 5 of these activities will count toward your participation grade (in other words, I will drop one absence if you are not present for the in-class activity). I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate you telling me in advance.

I hope to create a class environment in which you will feel comfortable speaking up in class, but I realize that some of you may be intimidated by speaking in a classroom with potentially 100+ students. If you like, please feel free to send your comments over E-mail, or write them down during class and give them to me, or talk with me after class, during office hours, or by appointment.

Course assignments: The assignments for this course are designed to make you an active consumer of the material. They are designed to make you think extensively about the topics of the course, generate new ideas, make new observations in the domain of child development, and to provide you with a forum to express these new thoughts, ideas, and observations in writing and in speech. The schedule of the assignments is designed to keep you up to date and interacting with the material on an on-going basis.

Several of the course assignments require writing. If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the **Writing Lab** at the **Academic Learning Services (ALS) (68 PLC, phone 6-3226)**. The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm. In general, all papers benefit significantly from feedback from others, thus it is encouraged that students have their papers read for typos, awkward phrasing, and clarity prior to turning them in. In addition, tips on writing and editing papers will either be posted on a course web-page or circulated by e-mail.

All writing assignments are to be typed in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side.

Assignment due dates and tardiness policy: In addition to weekly quizzes and reading (described below) you will have 2 assignments; 2 observation projects (described below and under Course Documents of the Course Website). Assignments are to be turned in to the Psychology Department Office in Straub Hall 131 or at the end of class, depending on the due date of the assignment. If turned in at the Department Office, please make sure your assignment is time-stamped by the secretary, and let the secretary know that your assignment is for Child Development or Psychology 375. Assignments will not be accepted after 3:00 pm on the due date. Exceptions will be made only by advance arrangement or in cases involving genuine emergencies; both require documentation.

Please note: The Psychology Department Office is closed from 12-1 every day, so you will need to drop off your assignment either before noon or after 1:00pm (the office opens at 8:00am).

Due dates are taken seriously and tardiness is penalized. If an assignment is turned in after the designated date AND time it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, with an additional 10% penalty. If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON **before** the due date and make alternative arrangements (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time, or arranging to have somebody else turn in your assignment for you, exceptions may be accommodated but only with legitimate documentation of the excuse. No other exceptions will be made.

Assignments may not be submitted electronically, except by prior permission of an instructor. All assignments must be clearly printed (no fuzzy toner), stapled, and typed in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side.

A description of each assignment follows:

- a) **Course Readings:** Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned.
- b) **Weekly Quizzes:** You will be quizzed once a week about the chapters and accompanying lectures reviewed the prior week. In most cases quizzes will be held on Mondays, during the first 20 minutes of class (Week 3; October 10 and Week 10; November 30 are the exception). **Actual test taking time will be 15 minutes.** There will be a total of 9 quizzes, with the first quiz administered on the second Monday of class (October 3rd). No make-up quizzes, nor additional time if a student is late to class, will be given unless the student meets the provisions for excused absences. However, the lowest quiz grade will be dropped.

Quiz Format: Quizzes will be a single essay question. Two questions taken directly from the weekly study guide will appear on the quiz. Students will have their choice and answer one of the selected essay questions.

The best ways to prepare for the quizzes: (1) read chapter(s), (2) prepare the weekly study guide, (3) use the lecture as a place to get additional clarity, and (4) consult the textbook's web site.

In total the quizzes make up approximately 50% of your grade. There will not be a final for this class.

- c) **Observation Projects:** Students will develop skills in observing children, applying academic material to everyday behavior, and writing observation reports through completion of two observations of aspects of children's environments. There are several choices for each of the assignments. Detailed information on each project option is included on the Web site or from the instructor. Deadlines for each of the observation reports is indicated on the syllabus. A typed summary of your observations (4-5 pages) will meet the requirement for this assignment. Observation projects are due: **October 28 and November 22**
- d) **Prepared Questions:** On October 10, we will have a guest lecturer, Kathryn Murray, MS, CGC, who is a board certified genetic counselor from the Center for Genetics and Maternal Fetal Medicine. In preparation for her visit, I would like each of you to prepare 2 thoughtful questions about this topic. Although you are not required to ask your question in class, you will be asked to turn in your 2 typed-written questions. These questions will go toward your attendance and participation grade.

POINTS, PERCENTAGE & GRADING

Assignment	Points for Each	How Many	Total Points	% of Grade
Quizzes	20	8	160	53%
Observation Projects	50	2	100	33%
Attendance & Participation	8	5	40	13%
TOTAL			300	100%

Grading:

A range: 270 to 300; B range: 240 to 269; C range: 210 to 239; D range: 180 to 209; F: 179 and below

COURSE SCHEDULE: Topics, readings, quiz, & assignment dates *(the schedule listed here will be adhered to as closely as possible, but is subject to change. Should changes occur, you will be notified).*

Week 1: Child Development: Introduction, course overview, theory/history/methods

M 9/26 Reading: none Quiz: none
W 9/28 Reading: Ch 1

Week 2: Prenatal Development, the newborn infant, biology and behavior

M 10/3 Reading: Ch 2 Quiz: Week 1
W 10/5 Reading: Ch 3, pgs. 82-112

Week 3: Theories of Cognitive Development

M 10/10 Guest Lecture: Kathryn Murray, MS, CGC;
Board Certified Genetic Counselor Assignment: 2 Questions
W 10/12 Reading: Ch 4 Quiz: Week 2

Week 4: Infancy and Development of language and symbol use

M 10/17 Reading: Ch 5 Quiz: Week 3
W 10/19 Reading: Ch. 6

Week 5: Conceptual Development and Theories of Social Development

M 10/24 Reading: Ch 7, pgs.252-265, 276-283 Quiz: Week 4
W 10/26 Reading: Ch 9, pgs. 330-351
F 10/28 Assignment: Observation 1

Week 6: Theories of Emotional Development and Temperament

M 10/31 Reading: Ch 10 Quiz: Week 5
W 11/2 Reading: Ch 10

Week 7: Attachment to others

M 11/7 Reading: Ch 11, pgs. 413-424, supplemental readings Quiz: Week 6
W 11/9 Reading: supplemental readings (readings on Blackboard)

Week 8: The Development of the Self, Gender and The Family

M 11/14 Reading: Ch 11, pgs. 425-447, Ch 9, pgs.351-367 Quiz: Week 7
W 11/16 Reading: Ch 12

Week 9: The Family and Peer Relationships

M 11/21 Reading: Ch 13 Quiz: Week 8
T 11/22 Assignment: Observation 2
W 11/23 Reading: Pgs. 462-463, 561-563

Week 10: Moral Development and Conclusions

M 11/28 Reading: Ch 14
W 11/30 Reading: Ch 15 Quiz: Week 9

ACADEMIC HONESTY: All work submitted in this course must be your own and produced exclusively for this course. Cheating on examinations AND plagiarism on writing assignments will not be tolerated in this class. Violations will be taken seriously and are noted on student disciplinary records. **Cheating** is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but are not limited to: 1. copying from another student's test paper, computer program, paper, project, product, or performance; 2. collaborating without authority or allowing another student to copy one's work in a test situation; 3. using the course textbook or other material not authorized for use during a test; 4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6. taking a test for someone else or permitting someone else to take a test for you; 7. plagiarizing or copying material from a source you did not write without giving credit or acknowledgement to the original author. **Plagiarism** is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226). For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any requirement of the course. (Text adopted here as recommended from the UO web site regarding academic honest at: <http://darkwing.uoregon.edu/~conduct/>). Because some students are not entirely sure what counts as academic dishonesty, we encourage you to read the discussion of plagiarism and other forms of dishonesty at <http://darkwing.uoregon.edu/~conduct/sai.htm> .

How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course. 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 TA **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

- **Concerns:** If you find yourself doing more poorly in the class than anticipated, please see the Instructor or your TA *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.
- **Accommodations:** If one of the following applies to you, please see the instructor *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; <http://ds.uoregon.edu/>). 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

Logging On: 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 <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address (e.g., jschmoe@gladstone)
 - Password: your email password

Academic Deadlines

Deadline	Last day to:
October 2:	Drop this course (100% refund, no W recorded)
October 3	Drop this course (75% refund, no W recorded)
October 5:	Add this course
October 9:	Withdraw from this course (75% refund, W recorded)
October 16:	Withdraw from this course (50% refund, W recorded)
October 23:	Withdraw from this course (25% refund, W recorded)
November 13:	Withdraw from this course (0% refund, W recorded)
November 13:	Change grading option for this course