

Developmental Psychology

Psychology 375 (CRN 37783)

Spring, 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@darkwing.uoregon.edu
Office Hrs: Mondays 1-2.30, and by appointment

GTF: Jennifer Simonds, MA, MS
Office: 408 Straub Hall
Phone: 346-4852
e-mail: jsimonds@darkwing.uoregon.edu
Office Hrs: Tuesdays 11-12, Wednesdays 3-4, and by appt.

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

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: Weinfield, N.S., Sroufe, L.A., Egeland, B., Carlson, E.A. (1999). The nature of individual differences in infant-caregiver attachment. In J. Cassidy & P. R. Shaver (Eds.). Handbook of attachment: Theory, research, and clinical applications, (pp. 3-20). New York: The Guilford Press.

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 I may do so periodically (e.g., during small group meetings and discussions) and absences will count against your participation grade. 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 120+ 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 3 assignments; 2 observation projects and a journal article critique (each is described below). Each assignment is due on a **Friday** (see class schedule handout). Assignments are to be turned in to the Psychology Department Office in Straub Hall 131. 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; April 13 and Week 10; June 1 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 (April 4th). 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 50% of your grade. There will not be a final for this class.

- c) **Journal Article critique:** This project is designed to examine issues in the dissemination of research findings. How accurately are research findings disseminated through the media? How important is it that professionals who work with children, including teachers, psychologists, and medical personnel, have skills in evaluating research findings? What questions should parents and professionals ask before they apply research findings as summarized in the media to their own interactions with children. How does an understanding of research methods assist in an informed reading of reports of research findings? This project is designed to assist you in examining these issues while further developing your skills in recognizing research methods and critically examining information from different sources. You will also develop skills in reading primary source materials. The assignment involves comparing a popular account of a psychological investigation with the scientific report. A handout will be provided to explain this assignment in further detail. This assignment is due: **May 6**
- d) **Observation Projects:** Students will develop skills in observing children, applying academic material to everyday behavior, and writing observation reports through completion of two systematic 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 (3-5 pages) will meet the requirement for this assignment. Observation projects are due: **April 22 and May 27**

POINTS, PERCENTAGE & GRADING

Assignment	Points for Each	How Many	Total Points	% of Grade
Quizzes	25	8	200	50%
Observation Projects	55	2	110	28%
Article Critique	55	1	55	14%
Attendance & Participation	7	5	35	8%
TOTAL			400	100%

Grading:

A range: 360 to 400; B range: 320 to 359; C range: 280 to 319; D range: 240 to 279; F: Below 239

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 3/28 Reading: none

Quiz: none

W 3/30 Reading: Ch 1

F 4/1

Assignment: none

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

M 4/4 Reading: Ch 2

Quiz: Week 1

W 4/6 Reading: Ch 3, pgs. 82-112

F 4/8

Assignment: none

Week 3: Theories of Cognitive Development

M 4/11 Guest Lecture: Katherine Murray, MS, CGC; Board Certified Genetic Counselor

W 4/13 Reading: Ch 4, pgs. 126-142; 154-165

Quiz: Week 2

F 4/15

Assignment: none

Week 4: Infancy and Development of language and symbol use

M 4/18 Reading: Ch 5

Quiz: Week 3

W 4/20 Reading: Ch. 6

F 4/22

Assignment: Observation 1

Week 5: Conceptual Development and Theories of Social Development

M 4/25 Reading: Ch 7, pgs.252-265, 276-283

Quiz: Week 4

W 4/27 Reading: Ch 9, pgs. 330-351

F 4/29

Assignment: none

Week 6: Theories of Emotional Development and Temperament

M 5/2 Reading: Ch 10

Quiz: Week 5

W 5/4 Reading: Ch 10

F 5/6

Assignment: Journal Article Critique

Week 7: Attachment to others

M 5/9 Reading: Ch 11, pgs. 413-424

Quiz: Week 6

W 5/11 Reading:

F 5/13

Assignment: none

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

M 5/16 Reading: Ch 11, pgs. 425-447, Ch 9, pgs.351-367

Quiz: Week 7

W 5/18 Reading: Ch 12

F 5/20

Assignment: none

Week 9: Peer Relationships and Moral Development

M 5/23 Reading: Ch 13

Quiz: Week 8

W 5/25 Reading: Ch 14

F 5/27

Assignment: Observation 2

Week 10: Conclusions

M 5/30 Memorial Day Holiday – No Class

W 6/1 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:
March 27:	Drop this course (100% refund, no W recorded)
April 4:	Drop this course (85% refund, no W recorded)
April 6:	Add this course
April 10:	Withdraw from this course (85% refund, W recorded)
April 17:	Withdraw from this course (50% refund, W recorded)
April 24:	Withdraw from this course (25% refund, W recorded)
May 15:	Withdraw from this course (0% refund, W recorded)
May 15:	Change grading option for this course