

PSYCHOLOGY 376
CHILD DEVELOPMENT - FALL 2007

Professor: Dr. Marjorie Taylor
Office: 395 Straub, 346-4933
email address: mtaylor@uoregon.edu
Office hours: Mon 2-3 & Thurs 11-12 or by appointment

Teaching Assistant: Alison Shawber
Office: 375 Straub, 346-2086
email address: ashawber@uoregon.edu
Office hours: Tues 1-2, Wed 10-11 or by appointment

Lecture Place and Time: 123 Pacific; Tues & Thurs 4:00 – 5:20

This course provides an introductory overview of the theories, methods and phenomena of child development. We will cover many aspects of physical, cognitive/intellectual, and social/emotional development, focusing primarily on the early childhood period. The approach to these topics is scientific, with an emphasis on recent research findings in Developmental Psychology.

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

You must have an email address and be registered for this course in order to log on to Blackboard. If you do not have an email address, go to the Information Technology Center (ITC) on the second floor in the Knight Library. ITC will also help you if you are having difficulty with Blackboard.

Textbook (2 copies are on reserve in the Knight Library):
Siegler, R., DeLoache, J., & Eisenberg, N. (2006) *How children develop* 2nd Ed. New York: NY: Worth Publishers.
Textbook website: <http://bcs.worthpublishers.com/siegler/>

Lectures and Readings: Although the instructor has attempted to coordinate the lectures with the readings, they frequently will be independent of each other. Some material will be covered in both reading and lecture, but much of the material in the reading will not be discussed in class and new information not covered in the reading will be presented during class time. The exams will cover material from both lectures and readings. It is anticipated that you will need to attend the lectures and spend a substantial amount of time outside of class (reading and studying) to do well in this course.

Exams: There will be two midterms and a final exam. Each exam will be worth 100 points towards your course grade. The format for the exams will be multiple choice and short answer. The final exam will test material from the final third of the course (i.e., it will not be cumulative). At the time of the final, students who want to improve a midterm grade will have

the opportunity to take a makeup for either midterm (in addition to the final). If a student takes a midterm on the scheduled date and also completes the makeup exam, the higher of the two scores will be used for the course grade. The final exam will be given at the time listed in the university's final exam schedule (December 3, 1-3). Students will **not** be able to schedule the final for any other time. The only make ups for midterms will be given at the time of the final exam.

Paper: Students will write a paper (8-10 pages) in which they summarize the research findings addressing an important question about child development (e.g., When do babies start to recognize their parents?; How accurate are children's memories?). Pick a topic that is of real interest to you – something you have always wanted to know about young children. Students are required to submit a proposal for the paper (October 22). In your proposal you will state the question or issue that you have selected and briefly explain why you think this question/topic is interesting and important. The proposal is worth 20 points. The paper will be worth 100 points towards your course grade.

Important Dates:

October 16:	Midterm 1
October 22:	Deadline for paper proposal. Late proposals will be marked down substantially.
November 6:	Midterm 2
November 22:	Deadline for paper. Late papers will be marked down substantially.
December 3:	Final Exam

Final grades: Final grades will be based on the total number of points earned for the paper proposal (20 points), paper (100 points), Midterm 1 (100 points), Midterm 2 (100 points) and the Final exam (100 points). The total number of possible points is 420. Letter grades will be assigned in the following way: The average of the two highest scores in the class will serve as a reference point. If your total number of points is:

- 90% to 100% of the reference point, your grade will be A
- 80% to 89% of the reference point, your grade will be B
- 70% to 79% of the reference point, your grade will be C
- 60% to 69% of the reference point, your grade will be D
- Less than 60% of the reference point, your grade will be F

Within each letter grade, a plus will be assigned to scores within the top 2% and a minus to scores within the bottom 2%. For example, 98% to 100% of the reference point will be A+, 90% to 92% of the reference point will be A- and the scores in between will be As.

Academic Honesty: All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated. 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 acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks. Unauthorized

collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or editor. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). If cheating is discovered on the exams or plagiarism on the paper, then the University will be notified and appropriate action will be taken.

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 (346-1155) if you have a non-documented condition that creates difficulty for you as a student.

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

With advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

OUTLINE OF LECTURE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Sept 25	Overview of course	
Sept 27	Scientific study of children	Chapter 1
Oct 2	Prenatal development	Chapter 2
Oct 4 & 9	Infant perception and cognition	Chs 3, 4 & 5
Oct 11	Infant memory (Guest lecture by Lou Moses)	
Oct 16	Midterm 1	
Oct 18	Language development	Chapter 6
Oct 22	Paper Proposal is due	
Oct 23	Symbols, Maps and Drawings	Chapter 7
Oct 25	Autism	
Oct 30	Pretend play	Chapter 9
Nov 1	Theory of Mind	Chapter 10

Nov 6	Midterm 2	
Nov 8 & 13	Attachment and Temperament	Chs 11 &12
Nov 15	Parenting	Chs 13 &14
Nov 20	Gender	Chapter 15
Nov 21	Paper is due	
Nov 22	Thanksgiving	
Nov 27	Children and technology (Guest lecture by Alison Shawber)	
Nov 29	Summary and review	
December 3 (Monday) 1:00 – 3:00	Final Exam	