

Psychology 376 – Child Development
Spring 2007 – CRN 34339
Tuesdays and Thursdays, 4:00–5:20, Chapman 207

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Office Hours: Wednesday 2:00–3:00 & Friday 1:00–2:00, or by appointment

Course Description: This course is devoted to the study of psychological development, with a particular focus on how human social and cognitive skills arise throughout infancy and childhood. The class will explore different theoretical accounts of development, examining a range of psychological phenomena including intelligence, language, social cognition, parent-infant attachment, and temperament.

Developmental psychology is an exciting field, with an ever-increasing number of investigators benefiting from recent innovations in experimental techniques and theoretical advances aimed at elucidating the steps of human development, the reasons underlying individual differences, and the ways in which biology and environment interact across childhood. My hope is that you also will join in the current excitement for this fascinating discipline and find opportunities for challenge and learning.

Readings:

Required Text

Siegler, R., DeLoache, J., & Eisenberg, N. (2006). *How children develop*, 2nd edition. New York: Worth.

*Copies are available at the University of Oregon bookstore; additionally, a copy is on reserve at Knight Library, limited to checkout periods of two hours.

Required Additional Readings

Supplementary readings will be made available as pdf documents on blackboard under Course Documents and will be posted at least four days in advance of their corresponding lecture. Please ensure that you have the means to open and view documents in pdf format; if you find yourself having trouble viewing the readings; please let me know as soon as possible. Public computers available in computer labs and all University of Oregon libraries can be used to open and print these documents if you are having difficulty.

Important University Deadlines:

<u>Deadline</u>	<u>Last day to:</u>
April 8:	Drop this course (90% refund, no W recorded)
April 9:	Drop this course (75% refund, no W recorded)
April 11:	Add this course
April 15:	Withdraw from this course (75% refund, W recorded)
April 22:	Withdraw from this course (50% refund, W recorded)
April 29:	Withdraw from this course (25% refund, W recorded)
May 20:	Withdraw from this course (0% refund, W recorded)
May 20:	Change grading option for this course

Blackboard: The course blackboard site will be a critical source of information throughout the term. As noted above, assigned readings will be available on blackboard, and any changes to the lecture or reading schedule will be posted on this site in the form of announcements. Major changes to assignments will also be communicated via e-mail. In addition, slides to accompany lectures, review questions for exams, assigned short paper topics, and scores will be posted there. You should already have a login ID and password through your university email account to access blackboard. If you are unfamiliar with blackboard or do not know your password, contact me as soon as possible.

Slides for each lecture will be made available by 10 a.m. the day of class. Lecture slides will be located under Course Documents. Slides will be in both ppt and pdf formats. To view ppt files, you may need to download a Powerpoint viewer, available free from www.microsoft.com/downloads. Slides can be downloaded and printed using public computers at the university.

Course Requirements: *Paper 2 must be completed to pass!*

--Three **in-class exams** – An optional make-up exam will be given during finals week for those wishing to improve their lowest exam score.

--Two **papers** – Topics will be announced in class.

--**Extra credit** (to improve your final grade by up to 3%) can be gained through participation in Psychology Department research (via the Psychology Department's human subjects pool). Each credit that you earn and assign to Psych 376 will result in your final grade being raised by 1% (i.e., 3 points per study). Credits must be assigned to Psych 376 for them to count towards extra credit. Studies must be completed by the day of the make-up exam during finals week.

A	279+	C	219-230
A-	270-278	C-	210-218
B+	261-269	D+	201-208
B	249-260	D	189-200
B-	240-248	D-	180-188
C+	231-239	P	>210

Exam 1	50
Exam 2	50
Exam 3	50
Paper 1	50
Paper 2	100
Total	300

Posting of Grades

Scores for papers and exams will be posted on blackboard throughout the course. Please do not wait until after final grades are submitted to dispute a grade; keep track of your scores as they are posted, and alert the instructor **in writing** (e-mail is fine) if you think that there has been a mistake in grading.

In-class exams: Exams will consist of multiple-choice, short answer, and essay questions. Exams will be closed book. Review questions will be posted prior to the scheduled exam; more information on the exams will also be given in class as their scheduled day approaches. Exams are not cumulative; however, general principles and definitions discussed during the first few weeks will be relevant throughout the course. Thus, understanding key concepts introduced early on will be required to do well on all exams. The make-up exam will be offered during finals week for those wishing to drop one of their grades from the first 3 exams. The make-up will consist of two essay questions and one short answer question asking you to reflect on broad issues/themes presented throughout the course.

Missing Exams: Exams may be made up if you have appropriate documentation indicating that you were unable to attend class (e.g., a doctor's note). However, in order to make up any exam, you must contact the instructor **within one day** (except in extreme circumstances) of the missed exam through e-mail or phone. If you do not contact the instructor within one day of the missed exam, you will not be able to make up that exam. You will be able to make up those points by taking the make-up exam during finals week.

Essays will be due on the dates given below. Papers must address topics described in Paper Topics under Course Documents on the blackboard course website. For each paper, you will write a double-spaced discussion of the assigned topic. Guidelines for paper formatting and stylistic conventions are available on blackboard under Course Documents as well. Topics will be posted on blackboard as the due date for their corresponding papers approaches. You may turn in papers as hard copies in class or to the instructor's mailbox in Straub Hall. Late papers **will not be accepted** unless a doctor's note or similar documentation is given demonstrating why you were unable to write/turn in your paper.

ADDITIONAL NOTES:

Turning in Assignments via e-mail: *All papers must be turned in as a hard copy* printed in black ink, either in class or to the instructor's in Straub Hall.

Academic Honesty: As a member of the university community you are expected to be honest and forthright in all your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously, may be grounds for automatic failure of the course, and are noted on student disciplinary records. 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 relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at:

<http://darkwing.uoregon.edu/~conduct>)

****Specifically for this course:** Group discussion outside of class is (of course!) encouraged. However, all written assignments must be done independently.

Academic Learning Services: If you are not getting the grade you would like, in addition to speaking with the instructors, you may contact Academic Learning Services (<http://als.uoregon.edu/>) for assistance. They offer services aimed at increasing student performance by teaching effective studying habits and providing tutors to help with paper-writing. This is a particularly valuable resource for students who are having difficulty with any aspect (e.g., grammar, organization, APA style, etc.) of writing the papers for the course.

Students with Directory Restricted Access: This course includes required on-line participation that will involve use of electronic mail. If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify an instructor immediately.

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with an instructor soon. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability by contacting Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu

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 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).

Guidelines for writing papers

- 12-point Times Roman, 12-point Garamond, 11-point Arial or equivalent font.
- 1” Margins (top, bottom, left, right) / Double-spaced / No extra spaces between paragraphs
- *Single space* headers (your name, course number, date, and instructors’ names) at the top of a page. You may skip a line before and after your title, followed by the first line of your paper (the first line will start in roughly the same spot as the “*Course Instructors*” heading on the first page of the syllabus. Failure to adhere to these guidelines may result in a loss of points on assigned papers.
- When summarizing a research article, begin with a paragraph describing the research question. In the subsequent paragraph, describe the methods that they used to collect their data (e.g., “The researchers habituated infants to a display of X, and then presented them with test displays in which either Y was changed or Z was changed. Infants’ recovery of looking time to displays Y and Z was measured.”). Then state the results of the study *in terms of the procedure used* (e.g., “Infants looked longer at display Y than display Z). In your concluding paragraph, indicate how the data reflect on the research question in the first paragraph, and identify real-world implications.
- Have other students in class proofread your paper. Although we encourage students to discuss course material outside of class, be sure that your work is unique. Some students find it easiest to ensure academic honesty if they discuss their paper with other students *after* they have prepared the first draft, rather than before writing the draft.
- Write formally. Try to emulate the writing style found in assigned course readings (e.g., avoid writing in the first person, use proper grammar, etc.).

COURSE SCHEDULE

Subject to change

Complete the readings **before** attending lecture!!

		Tuesday	Thursday			Tuesday	Thursday
<u>Week 1</u> 4/3, 4/5	Topic	Introduction / Themes in development	Biological bases of development	<u>Week 6</u> 5/8, 5/10	Topic	Theory of Mind/Autism	Social development
	Reading				Reading		
			<i>Ch. 2 70-end; Ch. 3</i>			<i>Ch. 7 pp. 262-268; Readings 2 & 3</i>	<i>Chapter 9</i>
<u>Week 2</u> 4/10, 4/12	Topic	Piaget	Infancy	<u>Week 7</u> 5/15, 5/17	Topic	<u>Exam 2</u>	Emotional development / Temperament
	Reading				Reading		
		<i>Chapter 4</i>	<i>Chapter 5</i>				<i>Chapter 10</i>
<u>Week 3</u> 4/17, 4/18	Topic	Infancy II (Early intentional understanding)	Conceptual development	<u>Week 8</u> 5/22, 5/24	Topic	Attachment	Moral development
	Reading				Reading		
			<i>Chapter 7 (not 262 – 268)</i>			<i>Chapter 11</i>	<i>Chapter 14</i>
<u>Week 4</u> 4/24, 4/26	Topic	<u>Exam 1</u>	Intelligence & Academic achievement	<u>Week 9</u> 5/29, 5/31	Topic	The family	Peer relationships
	Reading				Reading		
			<i>Chapter 8; Ch. 15 591-594</i>			<i>Chapter 12</i>	<i>Chapter 13</i>
<u>Week 5</u> 5/1, 5/3	Topic	Language development I	Language development II <u>Paper 1 Due</u>	<u>Week 10</u> 6/5, 6/7	Topic	Conclusions	<u>Exam 3</u>
	Reading				Reading		
		<i>Chapter 6</i>	<i>Reading 1</i>			<i>Chapter 16</i>	

The Make-up Exam will be from 1:00—3:00 p.m. Monday, June 11th
Paper 2 is due as a hard copy in class or in the psychology office Wed. June 13th by 4:00 p.m.