

Psychology 376 – Child Development

Winter 2007 – CRN 24380

Tuesdays and Thursdays, 4:00 – 5:20, Straub 142

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Office Hours: Tuesday and Wednesday 2:00 – 3:00, 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 memory, language, social cognition, parent-infant attachment, personality, temperament, and developmental disorders.

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 three to 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>
January 7:	Drop this course (100% refund, no W recorded)
January 14:	Drop this course (90% refund, no W recorded)
January 15:	Drop this course (75% refund, no W recorded)
January 17:	Add this course
January 21:	Withdraw from this course (75% refund, W recorded)
January 28:	Withdraw from this course (50% refund, W recorded)
February 4:	Withdraw from this course (25% refund, W recorded)
February 25:	Withdraw from this course (0% refund, W recorded)
February 25:	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 12 pm 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: At least 3 exams and Paper 2 must be completed to pass!

--Four **in-class exams**

--Two **papers** – Topic 1 will be announced in class; see below for Paper 2.

--**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., 4 points per study). Credits must be assigned to Psych 376 for them to count towards extra credit. Studies must be completed by the last day of classes, Thu. 3/15.

A	372+	C	292-307
A-	360-371	C-	280-291
B+	348-359	D+	268-279
B	332-347	D	252-267
B-	320-331	D-	240-251
C+	308-319	P	>280

Exam 1	50
Exam 2	50
Exam 3	50
Exam 4	50
Paper 1	75
Paper 2	125
Total	400

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 will take place at the beginning of class. 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 1-3 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 multiple choice section of Exam 4 will not be cumulative, but you will be required to reflect on all of the course material for the essays.

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.

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. If you turn in a hard copy at Straub Hall, make sure that you turn it in to the Psychology department secretary, Cindy Salmon, and specify that you need the paper time-stamped and delivered to the instructor's mailbox. 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.

OBSERVATION PROJECT (Paper 2)

Description

Many people who study child development do so in order to better understand children in their lives, whether their own children, students in an elementary school, or family members. However, the scientific study of child development can seem removed from daily life. This project is geared toward helping you make connections between what you learn in class and what you see in the world. You will select a topic of interest from the list below and then try to see that topic “in action” by observing a child or group of children in a naturalistic environment. The write-up of your observations is due March 22nd.

General Procedures

1. Select your topic from the list below, and then read the more thorough description in the file named “Observation Project Topics,” available on blackboard under “Course Documents.” If you wish to develop your own project or to modify these options significantly, you are encouraged to do so. However, please have your plans approved by the instructor **before** you conduct the observation. Also, if you have participated in a related course that involved an experience in observation similar to one of the choices on the assignment sheet, select a project that will provide you with a new experience.
2. Plan carefully for the observation. Reread the relevant material in the text to help you develop procedures or to determine the aspects of the situation to which you wish to pay particular attention. If you have arranged to observe a child, schedule your visit with the family so that your observation will be minimally intrusive.
3. Conduct the observation as directed. Remember ethical practice: the participants’ comfort comes first! A parent, child or adult subject may terminate your observation at any time. Whenever possible, ask permission from the adults in charge of the children you’d like to observe. When you have planned your observation, contact the instructor to obtain a letter that goes to the parent(s)/educator/etc., and try to give this letter to the adult **before** your observation. This letter describes the project to the adult and should help make him/her comfortable with the project.

Ideas for Observation Locations

“Private” Locations

- UO-Affiliated Daycares (e.g., Moss Street Child Development Center). Search via UO website. Call director well ahead of time to ask permission.
- Other daycares (use phone book). Call director well ahead of time to ask permission.
- Friends or family with children. Ask them for permission ahead of time, or, if you have done an unobtrusive, naturalistic observation, ask permission afterwards about writing it up.
- School classrooms. Contact a teacher you know or contact the office of a school near you.

“Public” Locations

- Mall food courts.
- Parks/playgrounds.
- Stores, especially toy stores or toy sections of stores
- Pools
- Prince Pückler’s Ice Cream Shop
- Festivals and/or fairs
- Children’s section of libraries / child events at the library
- Other locations: Google “child activities Eugene Oregon,” for instance. Newspaper activity listings.

What to Observe

1. Some observation topics will focus on the child as an individual (e.g., the children's use of language; characteristic behavioral reactions of individual children; children's reactions to different activities; problem solving) and other observation topics will be focused on the child as part of a relationship (e.g., children's separations and reunion behavior with their parents; peer relationships).
2. When you describe child behavior, follow general principles of psychological inquiry. Specify particular actions in great detail. Note the context, factors associated with consistencies or inconsistencies in the behavior, etc. If you state a general conclusion (e.g., "*J's language is typical of his age*"), tell why you came to that conclusion (e.g., "*I noticed that J spoke in single-word utterances; for example, he said 'Up' when he wanted to be picked up. This is an example of holophrastic speech, as defined in class. In addition, J. could understand short sentences. For example, when I said 'Show me your shoes,' he did so, without hesitation. This indicates his abilities in receptive language. His use of language fit the description in the text of a 1-year-old.*")

Ethical Considerations During the Observation

1. If you observe in public places, make yourself unobtrusive. Bring a friend to help you "blend in" to the surroundings. Think of what you might think if you were a parent with your children and there was someone observing. Awareness of parent comfort is of particular concern for male students; a lone male in a park watching children would make most parents feel uneasy. If you cannot have a friend go with you, have an activity with you to avoid "staring."
2. Keep note-taking to a minimum. Do not bring any kind of recording device with you. Make mental notes to yourself and then write them all down when you have left the setting and are out of view of the children/families you are observing.

The Paper (6-8 pages)

1. Use your notes and records to analyze your experience. Focus on specific responses to draw some conclusions. Reflect on our conclusions. Did you find what you expected? In what way? What differences did you note between the text's description and your subjects' behavior? Is there any factor that might explain these differences? What would you do differently if you repeated the project?
2. Your paper should include:
 - an introduction to the topic or topics of focus in your observation using proper citation of textbook and other source(s) you might use.
 - a statement of purpose, reporting the particular aspect of behavior you were observing and expectations you formed prior to the observation.
 - a description of the subject, including age, sex, and general background if relevant. Be very cautious when making inferences about background. If you guess about socioeconomic status, race, etc., support your guesses with objective observation and explicitly state that you have made an inference.
 - a description of the setting in which your observations took place.
 - a statement of the procedures used to make observations. Refer to and cite Chapter 1 of the textbook or other research reference sources to explain your method.
 - a summary of your conclusions and the way in which you reached your conclusions; a discussion of your findings.
3. Observation papers of acceptable quality meet the following criteria:
 - a. Display a thorough understanding of the topic that is the focus of the observation.
 - b. Include clear statement of purpose, linking the specific task to larger issues in child psychology.

- c. Apply course material appropriately and effectively in planning, conducting and interpreting the observation. Relevant material is discussed and applied; use of the course material reflects understanding of the concepts. Sources (including the text and lecture notes) are cited.
- d. Include necessary information regarding participant's relevant characteristics (age, health status, ethnic and racial background, general social background [if known]). Inferences about background are clearly indicated.
- e. Show understanding and include description of the method used in observing the environment.
- f. Summarize results clearly and effectively. Base conclusions on results of observation.
- g. Avoid subjective language and support all inferences with objective behavioral description.
- h. Discuss extent to which findings conform to expectations based on theory and previous research. Focus on relevant aspects of performance. Identify weaknesses in approach that may have affected findings.

4. Note that your use of course concepts and materials matters, as do the care and thought with which your procedures are executed. Your results don't matter – some of the most interesting and highly evaluated projects don't replicate past studies. If you don't find what you expect, don't worry, but do think about why the difference in observations occurred and discuss your explanation in your conclusion.

Ethical Considerations

1. Do not use the children's real names in your report. Identify each child by an initial or by a pseudonym that you use consistently to refer to that child. Remember that your goal is to better understand typical behavior, not to look for examples of atypical development. Never practice clinical psychology without a license! Speculation about family issues, emotional problem, etc. is not appropriate. Similarly, criticism of the staff, parents, or children is not appropriate either. In the unlikely event that you have real concerns about something that you observe, please see the instructor and/or the director of the center of facility in which you are observing. Your goal is to be objective. Thus you may, of course, include clear description of observed behavior that you find unusual or about which you have questions. It is important to focus on what you have actually seen or heard, providing an objective record of what you have seen or heard. If you wish, include a question to the instructor about an incident. As a general rule, write about others as you would want to be written about. Ask yourself: would I want a future psychology student to write this about my child or family?
2. Avoid judgmental language and value judgments. For instance, instead of *"The mother was mean to her child and wasn't a very good parent,"* write something like *"The mother used a stern tone of voice and reprimanded her son for taking some candy. She told the son that he was a 'bad boy.' The son appeared to be sad after this interaction."*
3. Avoid assumptions. For instance, instead of, *"The family was a normal American one with a mother, father, and two children,"* write something like *"The family consisted of a father, mother, one son and one daughter. They appeared to be typical of the families in their neighborhood with respect to dress and behaviors."*
4. Use respectful language. Do not use the word "use" when you are referring to your act of observing. Instead of *"the children I used for this observation"* write *"the children I observed."* Why? First, it is more accurate and precise. "Using" is a very general term. Second, it is more respectful to the participant.
5. Support and be explicit about your inferences. When you are writing about participant characteristics, you need to be clear if you do not know about them for sure. Use terms such as *"apparently Caucasian"* and *"appeared to be from a lower socioeconomic background,"* and then support your guesses with what you observed. *"The child was apparently Caucasian and had light colored skin, blonde hair, and blue eyes."*

Topics

1. Egocentrism

One of the most striking limitations in preschool children's thinking is their difficulty in taking the perspective of another person. The purpose of this observation project is to examine whether egocentric thinking characterizes the cognitive behavior of the children that you observe. Look for examples of egocentrism similar to those presented on page 137 of your text (Siegler, DeLoache & Eisenberg, 2006).

- Do individual children ever assume that another person understands things about their experiences that the person would have no way of knowing?
- Do you hear conversations between preschoolers in which each speaker presents a monologue, rather than responding to the previous comment?
- Do children ever assume that somebody else can see exactly what they are seeing (for example, do they ask another person to identify a picture in a book that is turned away from the other person)?

Provide specific examples of any egocentric behavior you observe. Explore the impact of this egocentric thinking on children's social interactions. Do you think children are selfish because they are egocentric? It is recommended that you observe at least two preschool aged children.

2. Infant-Directed Speech

Compared to Adult Directed Speech, Infant Directed Speech (IDS) is characterized by changes in pitch, speaking rate, and affective tone. Review the material on IDS on pages 219-221 of your text (Siegler, DeLoache & Eisenberg, 2006). The purpose of this observation project is to note the multiple characteristics of IDS and the expected response of infants to the use of IDS.

- Do adults use IDS in the environment that you are observing?
- How do infants respond to IDS?
- Is the meaning of the words or the style in which they are delivered more important in engaging the infants' response?
- If possible, compare a baby's response to non-IDS speech with the response to IDS speech.
- Do you think adults' use of IDS is aware or unaware?
- Why do adults use IDS across so many varieties of experience with infants and across so many sociocultural contexts?

It is recommended that you observe at least two caregiver-infant dyads.

3. Early Conversational Skills

With increasing age, children's conversations become more coherent and more interactive. Review the material on pages 240-242 of your text (Siegler, DeLoache & Eisenberg, 2006) to plan your observation. The purpose of this observation project is to find examples of features of early conversation skills.

- Did you find examples of private speech? If so, describe them.
- In what contexts is private speech most likely to occur?
- Do you see any evidence that private speech serves a regulatory function, helping children to organize their actions?
- Did you observe any collective monologues? If so, describe them.
- Did you observe children describing past events? How do they describe what happened?
- How does the use of narrative structure change with age?
- How do adults assist in children's production of conversations and narratives?

It is recommended that you observe at least three children of one age or two children each of two different ages.

4. Temperament and Emotion Regulation:

Temperament can be considered the biological building blocks of later developing personality. The purpose of this observation is to determine whether differences in temperament are observable and to consider how best these differences might be described.

Before observing, consult the description of temperament structure provided in lecture and have the different dimensions in mind while observing. Be attentive to situations that evoke negative emotions among the children you are observing. These could include both easily identifiable, significant shared experiences (such as saying

goodbye to a peer who is leaving) and more personal events (such as a conflict with a classmate). Describe in detail the situation to which the child was responding and the child's emotional reaction.

- Some accounts of temperament define it as differences in emotionality. What differences in emotional reaction and expression did you observe?
- Others describe temperament as individual differences in emotional, motor, and attentional reactivity and regulation. What differences in motor activity did you observe? What differences in regulation of emotion, motor activity, and/or attention did you observe?
- What strategies did children appear to use to overcome negative emotional reactions?
- If you observed an adult assisting a child to regulate emotions, note the way that the caregiver handled the situation. What did the caregiver do to be supportive? Did he or she encourage the child's emotional self-regulation? If so, how? From your reading of Siegler, DeLoache & Eisenberg (2003) and your observations, what have you learned about reacting to children's emotions?
- What do you see as the advantage of describing individual children in terms of their temperaments? What disadvantages and possible risks might be involved? How could these potential problems be avoided?

It is recommended that you observe a minimum of two groups of children and two parent/child dyads.

5. **Patterns of Attachment**

Through her hours of observation and development of the Strange Situation Paradigm, Mary Ainsworth distinguished three different organized patterns of attachment; Secure, Insecure-Avoidant, and Insecure – Anxious Resistant. The purpose of this observation is to determine whether these attachment categories are apparent in situations that involve separation from caregivers. The method for this observation is more specific than for other projects. You will need to observe drop offs and pick ups of infants or toddlers (up to around 3 yrs. of age) at (a) daycare center(s).

- What happens during the drop off? Does the child emit any attachment behaviors (e.g., crying, clinging, following the caregiver)?
- Does the child separate from his/her caregiver readily? Does the child involve the caregiver in play or share positive affect (e.g., enjoyment of toys) with the caregiver?
- What does the caregiver do to facilitate the separation? Does s/he say good-bye, play with, or comfort the child?
- What happens during the reunion? Does the child acknowledge the caregiver? If so, how? Does the child greet the caregiver, make physical contact, or involve the caregiver in play? How does the caregiver respond?
- Without using attachment category terms, how would you describe the attachment quality based on the limited time of observation?
- Could you connect some of the behaviors you observed to Ainsworth's attachment categories? If so, describe them and explain your reasoning.

It is recommended that you observe a minimum of three dyads at drop-off and three dyads at pick-up time. The dyads can be different if your observation does not allow for observing the same child-caregiver dyads.

6. **Friendships**

Theorists have posited that features of peer relationships such as equality, reciprocity, cooperation, and intimacy enhance children's social development. The purpose of this observation project is to examine peer interaction and identify behaviors that are important in the formation of friendships.

- a. What factors appear to influence children's choice of friends?
- b. Do you see evidence of relatively older and younger children forming friendships with each other?
- c. Do the children tend to form friendships exclusively or predominantly within their own sex?
- d. Does race appear to affect their friendship choices?
- e. What behaviors seem to separate simple peer interaction from friendship?

By the early elementary school grades, a key determinant of friendship is similarity of interests and behavior.

- Do you see a tendency for children you are observing to select friends whose cognitive maturity and level of aggression is similar to their own?
- How similar do friends tend to be at the point or points of development that you are observing?

It is recommended that you observe a minimum of three groups of friends of children of different ages.

7. **Antisocial and Prosocial Behavior** (you may write on only one topic if you feel that you have 6-8 pages worth of material, or you may write a two-part paper, with each part devoted to each topic)

a. **Different Types of Aggression:** Instrumental aggression is motivated by the desire to obtain some specific goal, relational aggression is targeted at damaging the peer relationship, and physical aggression is intended to hurt someone through mechanisms such as hitting or pushing. Types of aggression change with development. For example, physical aggression increases in frequency until about age 2, when it begins to decrease. Look for examples of these types of aggression in the children you observe.

- Do older and younger children differ in their use of and employment of different types of aggression?
- Are different types of aggression used?
- Do you notice any gender differences in the types of aggression observed?
- What seems to precede acts of aggression?

b. **Individual Differences in Prosocial Behavior:** Children of the same age vary greatly in their propensity to help, share with, and comfort others. The purpose of this observation is to examine whether some children seem more likely to show prosocial behaviors than others.

- Are there certain settings in which children are more likely to demonstrate prosocial behavior?
- Without speculating about aspects of the children's environments that you have not observed (such as their family socialization experiences), do you have any ideas as to why they have these individual differences?
- Do the children's cultural backgrounds, cognitive skills, or temperament appear to be linked to their level of prosocial behavior? If so, how might these factors affect the socialization they have received?
- Are the more prosocial children more likely to be girls? If so, do you have any ideas as to why this might be the case?

It is recommended that you observe a minimum of two groups of children of two different age groups (total of four groups).

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.
- Do not directly reference "the book," "the lecture," or any other language that shows an assumption that the reader participated in the course. Papers should be written in a way that a stranger on the street could pick it up and understand it. If there is relevant material in the book or lecture, be sure to reference it in a way that would enable anyone to locate that information (see an APA style manual). Citations are in either APA (for psych majors) or other academic (e.g., MLA) (for non-psych majors) format.
- 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

	Tuesday	Thursday		Tuesday	Thursday
Week 1	Topic Introduction / Themes in development	Biological bases of development		Week 6	Topic Autism
	Reading	<i>Ch. 2; Ch. 3 start -- 101</i>		Reading	<i>Reading 3</i>
Week 2	Topic Infancy	Piaget		Week 7	Topic Social development
	Reading <i>Ch. 3 102-123; Ch. 5 start -- top of 199</i>	<i>Chapter 4</i>		Reading	<i>Chapter 9</i>
Week 3	Topic Conceptual development	<u><i>Exam 1</i></u>		Week 8	Topic Attachment
	Reading <i>Chapter 7, start -- 162</i>			Reading	<i>Chapter 11</i>
Week 4	Topic Intelligence & Academic achievement	Language development I		Week 9	Topic <u><i>Exam 3</i></u>
	Reading <i>Chapter 8; Ch. 15 591-594</i>	<i>Chapter 6</i>		Reading	
Week 5	Topic Language development II	Theory of mind <u><i>Paper 1 Due</i></u>		Week 10	Topic Peer relationships
	Reading <i>Reading 1</i>	<i>Ch. 7 pp. 162-172; 200-208; Reading 2</i>		Reading	<i>Chapter 13</i>
					<i>Chapter 16</i>

Exam 4 will be at the 1:00 pm Wednesday March 21st