

## **PSYCHOLOGY 376**

### **CHILD DEVELOPMENT – SUMMER 2009**

Kara Braun, M.Ed.

349 Straub (541) 346-8037

[kara@uoregon.edu](mailto:kara@uoregon.edu)

Office Hours: Monday and Wednesday 2:15-3:15pm or by appointment

#### Lecture Place and Time:

July 20<sup>th</sup>-August 13<sup>th</sup>, Straub 146, Monday-Thursday 12pm-1:50pm

#### 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 benefitting 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.

#### Course Website:

The course blackboard site will be a critical source of information throughout the term. Important announcements (e.g., if a reading assignment is altered) will be listed there. Major changes to assignments will also be communicated via e-mail. In addition, slides to accompany lectures, review questions for quizzes, paper topics, and scores will be posted there. Please make sure you are able to view slides created in Powerpoint. Slides will be available by 10am the day of the lecture, hopefully earlier.

#### Textbook:

Siegler, R., DeLoache, J., & Eisenberg, N. *How Children Develop*. (2<sup>nd</sup> Ed.) New York, NY: Worth Publishers. Note: a copy will be on reserve in the Knight Library.

#### Course Requirements:

Grades for the course will be based on:

--Four **in-class quizzes** (60% of the final grade, with the best three grades each counting 20% and the lowest quiz grade dropped)

--A **final paper** (25% of final grade) addressing chosen developmental question, 4-7 double-spaced pages

--Four **reading responses** (10% of the final grade, with each response worth 2.5%), 1-2 double-spaced pages each, addressing weekly assigned readings

--**Participation** (5% of final grade), will be determined via in-class written responses throughout the 4 weeks of the course

**In-class multiple-choice and essay quizzes (60% of grade, 20% each with lowest quiz score dropped)** will take place every Thursday.

Quizzes are not cumulative; however, general principles and definitions discussed during the first week will be relevant throughout the course. Thus, understanding key concepts introduced early on will be required to do well on all quizzes. If you miss a quiz for any reason (e.g., illness, dentist, vacation), this will count as your dropped quiz. The quizzes will typically be 30 multiple choice questions and 2 essay questions.

**Final paper (25% of grade)** will be due on Monday August 10<sup>th</sup> at the start of class – hard copies only. Papers must address topics described in the Paper Guidelines under Course Documents on the blackboard course website. For each paper, you will write a 4-7-page double-spaced discussion of the assigned topic. Guidelines for paper formatting and stylistic conventions are available on blackboard under Course Documents as well. *You must use APA style.* Late papers will have a letter grade deducted every day that they are late unless a doctor's note or similar documentation is given demonstrating why you were unable to write/turn in your paper.

#### **Reading Responses (10% of final grade, 2.5% each)**

Each week, you are responsible for selecting one chapter assigned for that week and *typing* a 1 to 2-page double-spaced response to be turned in at the beginning of class on Wednesdays (since you should have completed all the week's reading by then). The chapter for which you write a response is your choice, as long as it was assigned for the week you're turning it in. Responses should demonstrate 1) that you have read the chapter and 2) your thoughts and reactions to the content. Your grade will be based on both components. A good format for a response would consist 1-2 paragraphs of summarizing followed by 1-2 paragraphs of your own thoughts on the chapter. Your own thoughts may connect material you learned in lecture to the chapter, provide personal stories or anecdotes that bear on the chapter, or just your opinion on the importance or quality of the chapter.

#### **Participation (5% of final grade)**

Throughout the course, I will pose 10 questions in class and ask for a half-page written response. Students must turn in at least 7 responses to receive full credit for participation. Points will be deducted thereafter. Responses need to be thoughtfully constructed in order to receive this credit.

#### 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 in *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 you are in doubt about your work, please consult me, or seek assistance from the staff of Academic Learning Services (PLC 68; 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:

You are strongly encouraged to contact Disability Services (164 Oregon Hall; 346-1155) if you have a non-documented condition that creates difficulty for you as a student. If one of the following applies to you, please see me as soon as possible to make adjustments:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- Member of a sports team that travels this quarter
- Non-native speaker of English

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

## **OUTLINE of LECTURE TOPICS and DUE DATES**

07/20/09	Course Overview History, Theory, and Research Strategies – Chapter 1 pgs 2-23, 33-36
07/21/09	Theories of Cognitive and Social Development – Chapter 4 pgs 130-145, 160-165, Chapter 9 pgs 335-342, 346-349
07/22/09	Biological Basis of Development – Chapter 2 pgs 43-50, 55-56, 59-66, 70-74; Chapter 3 pgs 86-96, 108-115 <b>Due: Reading Response #1</b>
07/23/09	<b>Quiz #1</b>
07/27/09	Development in Infancy – Chapter 5
07/28/09	Language Development – Chapter 6
07/29/09	Conceptual Development – Chapter 7 <b>Due: Reading Response #2</b>
07/30/09	<b>Quiz #2</b>
08/03/09	Emotional Development – Chapter 10
08/04/09	Attachment to Others and Development of the Self – Chapter 11
08/05/09	Moral Development – Chapter 14 <b>Due: Reading Response #3</b>
08/06/09	<b>Quiz #3</b>
08/10/09	Gender Development – Chapter 15 <b>Due: Final Paper</b>
08/11/09	The Family & Peers – Chapter 12 pgs 456-482, Chapter 13 pgs 496-518
08/12/09	Developmental Disorders – no reading assignment <b>Due: Reading Response #4</b>
08/13/09	<b>Quiz #4</b> <b>Papers will be handed back.</b>