

**PSYCHOLOGY 376  
CHILD DEVELOPMENT – SPRING 2010**

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*Office Hours:* Tuesdays, 2 – 4 pm, or by appointment

Note: You MUST e-mail by 11 am on Tuesday if you intend to come to office hours

*Teaching Assistant:* Katie Jankowski

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*Office Hours:* Wednesdays, 12 – 2 pm, or by appointment.

Lecture Place and Time:

101 Living Learning Center South, Tuesday/Thursday 12-1:20pm

This course provides an introductory overview to the theories, methods, and phenomena of developmental psychology, from birth through adolescence. This includes biological, cognitive, social and emotional domains of change. The course approach is grounded in scientific principles, with an emphasis on recent research findings, analytic thinking, and a critical evaluation of findings.

Course Website:

You must have an e-mail address and be registered for this course in order to log on to Blackboard. If you do not have an e-mail 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:

Lightfoot, C., Cole, M., & Cole, S. *The development of children* (6<sup>th</sup> Ed.) New York, NY: Worth Publishers. Note: 2 copies will be on reserve in the Knight Library.

Lectures and Readings:

Lectures and readings will provide a broad factual knowledge base of psychological development. Although the lectures are coordinated with the textbook readings, they will sometimes address concepts independent of each other. **Some of the material will be covered in both readings and lecture, but some of the material in the reading will not be discussed in class and new material not covered in the reading will be presented during class time.** Carefully doing the reading before class will make it easier for you to get the most out of lecture. Content of the syllabus may be subject to change over the course of the term.

### Exams:

There will be four multiple choice exams given over the course of the term. The first three exams will test material from approximately one-third of the course (see schedule below); the final exam is comprehensive. All exam material will be discussed in class prior to the exam. **You may drop your lowest exam grade; therefore each exam will count as 1/3 of your final grade.**

Tests will not be returned in class. Grades will be posted on Duck Web. Katie Jankowski will keep your tests in her office. All students are *strongly* encouraged to make an appointment with Katie to review their exams and learn what they got correct or incorrect. This will help you prepare for future tests.

### Make-Ups:

**There are no make-ups allowed in this class.** Please review the dates for exams now and plan vacations, travel, and other concerns accordingly. If you must miss class on an exam day, due to an unavoidable emergency, that exam will count as your lowest grade and be dropped from your final grade. **As you cannot miss more than one exam without having it affect your grade, it is strongly encouraged that you do not miss class on an exam day for a trivial reason.** This policy is already a flexible one, so extra accommodations will not be made.

### Academic Honesty:

Every student in this course is expected to behave according to the highest standards of integrity. All work submitted in this course must be your own. If students are discovered cheating on exams, the university will be notified and appropriate action taken.

### Class Manners:

Class time is for class. We have a limited amount of time and a lot of material. Always turn off your cell phones and internet connections before coming to class. Using the internet, instant messaging, chatting with friends, etc. during class is forbidden.

### Important Dates:

4/12/11	Exam 1
5/5/11	Exam 2
5/26/11	Exam 3
6/7/11	Final exam

### Final Grades:

Final grades will be based on the following:

First Highest Exam Score	100 points
Second Highest Exam Score	100 points
Third Highest Exam Score	100 points
<b>Total</b>	<b>300 points</b>

The total number of possible points earned through this course is 300. If your total is

- 90-100% of the total number of points, your grade will be an A
- 80-89% of the total number of points, your grade will be a B
- 70-79% of the total number of points, your grade will be a C
- 60-69% of the total number of points, your grade will be a D
- Less than 60% of the total number of points, your grade will be an F

Within each letter grade, a plus will be assigned to scores within the top 2% and a minus will be assigned to scores within the bottom 2%. If necessary, a curve will be calculated by averaging the two highest scores in the class. This value will serve as the total number of points for calculating grades.

#### 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 the professor or teaching assistant 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**

3/29/11	Introduction to Child Development and Course Overview <i>Reading: Chapter 1</i> (can be done after class if you don't have a chance to do it before)
3/31/11	Prenatal Development and Early Infancy <i>Reading: Chapter 3 (pp. 83-94), Chapter 4 (pp. 126-144, 148-157)</i>
4/05/11	Late Infancy: Attachment and Sense of Self <i>Reading: Chapter 6</i>
4/7/11	Piaget <i>Reading: pp. 144-146, 177-183, 274-281, 395-403, 523-527</i>
4/12/11	<b>Exam 1</b> Content: lectures and readings assigned from 3/29 – 4/7

- 4/14/11 Imagination and imaginary friends  
Guest lecture by Candice Mottweiler
- 4/19/11 Genes and the Environment  
*Reading: Chapter 2 (pp. 51-60, 73-76)*
- 4/21/11 Early Experience, Deprivation, and Resilience  
*Reading: Chapter 5 (pp. 165-167), Chapter 10 (pp. 353-363, 376-378)*
- 4/26/11 Language Acquisition  
*Reading: Chapter 7*
- 4/28/11 Early Childhood: Social Development  
*Reading: Chapter 9*
- 5/3/11 Early Childhood: Family, Child Care, Divorce  
*Reading: Chapter 10 (pp. 339-366)*
- 5/5/11 **Exam 2**  
Content: lectures and readings assigned from 4/14 – 5/3
- 5/10/11 Middle Childhood: School  
*Reading: Chapter 11 (pp. 385-395, 399-408), Chapter 12*
- 5/12/11 Middle Childhood: Cognitive Development and Culture, Media  
*Reading: Chapter 10 (pp. 366-376)*
- 5/17/11 Film: *The Commercialization of Childhood*
- 5/19/11 Middle Childhood: Social Development  
*Reading: Chapter 13*
- 5/24/11 Adolescence: History, Puberty, and Sexuality  
*Reading: Chapter 14 (pp. 498-522)*
- 5/26/11 **Exam 3**  
Content: lectures and readings assigned from 5/5 – 5/24
- 5/31/11 Adolescence: Morality and Identity  
*Reading: Chapter 14 (pp. 531-539), Chapter 15 (pp. 543-559, 560-579)*
- 6/2/11 Office hours held by Katie in 353 Straub from 12-1:30pm for exam review
- 6/7/11 (Finals Week – Tuesday, 8am)  
**FINAL EXAM**  
Content: Cumulative