

**PSYCHOLOGY 376: CHILD DEVELOPMENT
SUMMER 2011**

Co-Instructors

<i>Brianna Hailey</i>	<i>Katie Jankowski</i>
bhailey@uoregon.edu	kathrynj@uoregon.edu
Office: 497 Straub	Office: 353 Straub
Office hours: 10:30-11:30am Tues 6/21 & Tues 6/28	Office hours: 10:30-11:30am Tues 7/5 & Tues 7/12

Lecture Time and Place

June 20 – July 14

Mon-Thurs: 8:00-9:50 AM (142 Straub Hall)

Course Description

This course provides an overview of the theories, methods, and phenomena of child psychology, and examines the implications of this information for enhancing child development. Multiple aspects of development, including biological, cognitive, social, and emotional development from conception to adolescence, are considered. The approach to these topics is scientific, with emphasis on recent research findings in developmental psychology, critical evaluation of empirical evidence, and attention to social and cultural contexts of development.

A number of themes guide the integration of the material. These themes, which are emphasized throughout the textbook, are: 1) the interaction between biology and environment throughout development; 2) the ways and extent to which development is open to change and intervention; 3) continuity and discontinuity in patterns of behavior emerging across development; 4) individual differences in development; and 5) the use of research findings to promote children's welfare.

Course content will include language acquisition, infant attachment and temperament, early life stress and adversity, executive functioning, social cognition, autism, peer relationships, puberty, identity, and moral development, among many other topics.

Course Website

<https://blackboard.uoregon.edu/> → *Courses* → PSY 376 (Summer 2011; 42500), Child Development

The course Blackboard page will be an important source of information throughout the term. Students will submit reading responses to the course Blackboard page via SafeAssign. Important announcements (e.g. if a reading assignment is changed) will be posted on Blackboard. In addition, scores and feedback for reading responses and scores for exams will be listed on students' *My Grades* page on Blackboard (*My UO* → *Tools* → *My Grades*).

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. (2009) *The Development of Children* (6th Ed.) New York, NY: Worth Publishers.

Note: 2 copies will be on reserve at Knight Library.

Lectures and Readings

Daily reading assignments from the textbook are listed in the syllabus below. Some assigned readings will be articles posted separately on Blackboard. It is expected that students read the material assigned for each class *prior* to attending lecture. Lecture materials may overlap with the assigned reading, however much of the information presented in class will be new or will be an extension of the assigned reading.

Reading Responses

Throughout the term you will be required to submit four reading responses by the assigned dates below. Reading responses should be short, one-paragraph responses to the assigned reading.

Writing instructions are as follows:

Please link the assigned reading to either: a real life example (personal experience, story in the news, etc.); previous lecture material; or propose your own research idea related to the reading. For full credit, you must demonstrate understanding of the material and extend it to another topic. Simply summarizing the material or stating that the topic was "interesting" will not warrant full credit. The length should be short (only one paragraph), but you should provide a thoughtful analysis. At the top of your response, please write your full name and if you are writing about a real-life example, extension of the material, or a research idea. Have fun and be creative!

Submission instructions for reading responses: Reading responses are due by 7:59 A.M. on the following lecture dates:

1. **Wednesday, 6/22** (in response to a reading assigned for 6/20, 6/21, or 6/22)
2. **Wednesday, 6/29** (in response to a reading assigned for 6/23, 6/27, or 6/29)
3. **Tuesday, 7/5** (in response to a reading assigned for 6/30 or 7/5)
4. **Tuesday, 7/12** (in response to a reading assigned for 7/6, 7/11, 7/12)

Each response paper should be uploaded to Blackboard (SafeAssign) as a Microsoft Word document *prior* to the start of class on the due date. *The submission link on Blackboard for each reading response will be available only until 7:59 A.M. on the date due.* Late assignments will not be accepted. Papers will be graded on a scale from 0-2.

Exams

There will be three exams throughout the term. The material tested on each exam is listed in the

“Outline of Lecture Topics and Reading Assignments” section below. In general, exam questions will test knowledge of both assigned reading material AND lecture material not covered in the assigned readings, as well as movie material. The tests are generally non-cumulative, but understanding of some topics may be required for completing future exams. Exams are typically 35-40 multiple choice questions. Regardless of the number of raw questions, each exam will weigh 30% of your grade. To calculate each exam grade, divide the number of items answered correctly by the exam raw score total, and then multiply that number by 100. For example, if you answered 35 question correctly on a 40 question multiple choice exam, you would receive an 87.5 ($35/40 \times 100 = 87.5$). Exams will typically be held during the first half of class. The second half will typically be dedicated to watching a movie or another education activity.

Make-ups

Make-up exams are only permitted with pre-authorization from the instructors. These include valid absences due to illness (with an accompanying doctor's note) or extenuating circumstances. You must receive authorization to take a make-up exam by Monday July 11th. The last day of the term, Thursday July 14th, will be the absolute last day for taking exams. The first half of class on Thursday July 14th will be dedicated to Exam #3. If you qualify for a make-up exam, this will be taken during the second half of the last day of class.

Academic Honesty

Students are expected to prepare carefully and responsibly for exams and assignments and to master course material without receiving unauthorized help. *Cheating* on exams and *plagiarism* on written assignments will not be tolerated in this class.

Cheating is “an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise” (*TEP website*, <http://tep.uoregon.edu/>, Policy on Academic Dishonesty). Examples of cheating include copying from another student's exam paper or Scantron; looking at unauthorized materials during an exam (e.g. notes); or taking a test for someone else (*TEP website*, <http://tep.uoregon.edu/>, Policy on Academic Dishonesty). If you are caught cheating on an exam, you will receive an automatic 0 (zero) for the exam.

Plagiarism is “...the inclusion of someone else's product, words, ideas, or data as one's own work” (*TEP website*, <http://tep.uoregon.edu/>, Policy on Academic Dishonesty). If you use the words or ideas of another person (e.g. an author) in your own work, you must acknowledge the source of these words/ideas. How do you acknowledge the source of others' words/ideas? You can paraphrase the author's words into your own words and then introduce your own words by writing something like “According to Greenberg (1982), the best way to...”, or you can enclose the author's verbatim statement in quotation marks and cite the name of the original source at the end of the sentence. Typically, you should quote no more than a sentence or two. (An assignment should not consist entirely of one quote!)

Blackboard's SafeAssign, where students will submit written assignments, is a software tool to encourage the proper use of citation. SafeAssign analyzes student responses for overlap with an archived database of websites, essays, journal articles, and other published works, as well as other students' submissions. If you are caught plagiarizing from published material or from another student on one your reading responses, you will receive an automatic 0 (zero) for the assignment.

Please review the University of Oregon's policy on academic honesty here:
<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>. If you are in doubt about any of these academic conduct issues as they pertain to this course, please contact one of your instructors before submitting an assignment.

Class Etiquette

We want class to be a relaxed but intellectually engaging experience for students. In particular, we want students to feel comfortable asking questions and contributing to discussions. As your instructors, we will do our best to make class engaging and interesting for you. In return, we request that you do not use the internet, cell phones, or Smart phones during class, unless there is a pre-approved reason or an emergency. Please do not text, chat, check your e-mail, look at Facebook, or do anything besides take notes during class! This includes reading the newspaper, etc. It is distracting for your peers and disrespectful to your instructors.

Important Dates

*Tuesday June 28: **EXAM #1 in class**

*Monday, July 4: Holiday (NO CLASS)

*Thursday, July 7: **EXAM #2 in class**

*Thursday, July 14: **EXAM #3 in class**

Make-up Exams 1-2 (for pre-authorized, extenuating circumstances only)

Final Grades

Each of the three exams will be worth 30% of your final grade. Reading responses will be worth 10% of your final grade. Your scores on the three exams and the four reading responses will be combined and weighted to yield one score out of 100%. We will average the top 10 scores from the class, and use that number to determine the cutoff for letter grades. To get an A-, you will need to get 90% of the average of the top scores; to get a B-, you will need to get 80% of the average of the top scores, and so on. This system has the advantage of a curve in that if everyone does poorly on the exams, nobody suffers, but it is also possible for every single person in our class to get an A (since you could all do as well as 90% of the average of the top 10 students). In addition, we will offer mathematical rounding. So, a score of a 93.5 will be rounded up to a 94, but a score of a 93.4 will be considered a 93.

Accommodations

If one of the following applies to you, please see the instructors *as soon as possible* to make adjustments. You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155; <http://ds.uoregon.edu/>). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible:

- 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

Outline of Lecture Topics and Reading Assignments

- Monday, 6/20:** **Developmental psychology: History, theory, and method (Hailey)**
Reading: Chapter 1 (can be done after class if you don't have a chance to do it before)
- Tuesday, 6/21:** **Prenatal development and birth (Hailey)**
Reading: Chapter 3 (pgs. 83-104, 111-117) and Chapter 4 (pgs. 130-138, 140-142, 150-157)
- Wednesday, 6/22:** **Infant physical, cognitive, and social-emotional development (Hailey)**
Reading: Chapter 4 (126-130); Chapter 5 (161-174, 182-188, 194-197); and Chapter 6 (201-208, 222-225, 228-229).
**Reading Response #1 due by 7:59 A.M.*
- Thursday, 6/23:** **Attachment and temperament (Hailey)**
Reading: An article on attachment by Dr. Mary Main, posted on Blackboard under the link "Articles," and textbook pgs. 148-150, 209-222.
- Monday, 6/27:** **Genes, environment, and early adversity (Hailey)**
Reading: An article on early life stress by Paul Tough, posted on Blackboard under the link "Articles," and textbook pgs. 59-61, 73-76, 340-341, 353-359, 364-366.
- Tuesday, 6/28:** **EXAM #1 in class (material from lectures 6/20- 6/23 and accompanying reading)**
Movie TBA
- Wednesday, 6/29:** **Language acquisition (Hailey)**
Reading: Chapter 7
**Reading Response #2 due by 7:59 A.M.*
- Thursday, 6/30:** **Childhood physical and cognitive development: Piaget and Executive Functioning (Jankowski)**
Reading: Chapter 8 (269-281); Chapter 11 (385-389; 392-410)
- Monday, 7/4:** **Holiday (NO CLASS)**
- Tuesday, 7/5:** **Theory of Mind (Jankowski)**
Reading: Select readings about Theory of Mind by Martin Doherty, posted on Blackboard under the link "Articles," and textbook Chapter 8 ("The Domain of Psychology" 286-288)
**Reading Response #3 due by 7:59 A.M.*

- Wednesday, 7/6:** **Autism Spectrum Disorders (Jankowski)**
Reading: Select readings about Autism Spectrum Disorders by Uta Frith, posted on Blackboard under the link “Articles,” *and* textbook Chapter 8 (289-293)
- Thursday, 7/7:** ***EXAM #2 in class (material from lectures 6/27- 7/5, movie, and accompanying reading)***
 Movie “Consuming Kids: The Commercialization of Childhood”
- Monday, 7/11:** **Childhood social development: Self, gender, and ethnic identity (Jankowski)**
Reading: Chapter 6 (“A Sense of Self” 226-228); Chapter 9 (301-313, 316-331); Chapter 13 (488-492)
- Tuesday, 7/12:** **Adolescence: Peers, Puberty, and Sex (Jankowski)**
Reading: Chapter 13 (469-473; 483-486); Chapter 14 (499-518); Chapter 15 (523-527, 543-559)
**Reading Response #4 due by 7:59 A.M.*
- Wednesday, 7/13:** **Adolescent Identity and Morality (Jankowski)**
Reading: Chapter 9 (313-316, 332-334); Chapter 13 (460-468); Chapter 14 (531-539); Chapter 15 (560-571)
- Thursday, 7/14:** ***EXAM #3 in class (material from lectures 7/6- 7/13, movie, and accompanying reading)***
Make-up Exams #1 and #2 (for pre-authorized, extenuating circumstances only)

*Syllabus is subject to change.