

PSYCHOLOGY 376 CHILD DEVELOPMENT – WINTER 2011

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Office Hours: **Wednesday 12:00-2:00pm** or by appointment

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Office Hours: **Monday 12:00-2:00pm** or by appointment

Lecture Place and Time:
101 Living Learning Center South, Tuesday/Thursday 10:00-11:20am

Course Description:
This course provides an introductory overview to the theories, methods, and phenomena that compose the study of child development. We will cover many aspects of biological, cognitive, linguistic, and social/emotional development. The approach to these topics is scientific, with an emphasis on recent research findings.

Course Technology:
You must have an email address and be registered for this course in order to log on to Blackboard and complete the weekly quizzes. Blackboard works best using the Firefox browser. If you do not have an email 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. **Note: If you are emailing us about the course, please include the words “PSY 376” in the subject line, to help ensure we get your email.**

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

Lectures and Readings:
Although the lectures are generally coordinated with the readings throughout, they frequently will be independent of each other. Some of the material will be covered in both readings and lecture, but much of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time. We view class time as best spent on topics that are especially interesting or confusing. Nevertheless, students are responsible for information from all assigned reading as well as all lectures – both will be included in the quizzes/final exam. Students will need to attend lectures and spend a substantial amount of time outside of class (reading and studying) to do well in this course. Pay attention to things that are covered in both lecture and reading, as well as boldfaced key concepts and their definitions.

Classroom Behavior:

Please be respectful of me, and your fellow students. Don't be disruptive in the way you use technology (computers/cell phones/etc.), or by old-fashioned talking to other students nearby. Research shows that divided attention reduces learning. It is also really distracting to me, and your classmates.

Another important request is for those students who are parents. Since this is a child development class, you are sure to have many relevant experiences, and many of the topics we discuss will have special meaning for you. Before sharing in class about your child, please consider carefully whether your comment or question is relevant and enriches our class discussion. It is natural to want to share about your child, but if you do so repeatedly and are rarely on-topic, it can derail the lecture and frustrate other students, at which point I will have to take action to reduce this kind of disruption. If you are a student who is not yet a parent, try to be patient with the parents in class.

Finally, this is a large class and there is a lot of material to cover each time we meet, so please be on time. We cover important announcements at the beginning of each lecture and if you miss the announcements in class (and on Blackboard), you will be held responsible.

Major Course Requirements:

Your grade will be determined by your performance on:

- i) weekly, open-book quizzes (administered via Blackboard)
- ii) a cumulative, closed-book final exam, and
- iii) a short critical essay.

i) WEEKLY OPEN-BOOK QUIZZES:

The weekly quizzes are designed to help you pace yourself during the quarter and more effectively learn the assigned material. Quizzes will be administered via Blackboard. Every week between noon on Sunday and noon on Monday, you will be able to access that week's quiz, under "Course Documents." The quiz will sample from material covered in lectures and readings during the previous week of class. **There will be one quiz each week (10 total) – including week 1 – but your lowest 2 scores will be dropped, so NO make-up quizzes will be administered.**

Quizzes will be 15 questions long (multiple-choice, worth 2 points each).

Once the quiz starts you will have 60 minutes before time is up. You MUST press "submit" when time runs out. If you work on the quiz substantially after time runs out, you will receive a "0" for that quiz. Please note: if you have a documented learning disability it is very important you discuss this with us up front, so we can allow your quizzes to be the appropriate length.

Quiz questions are designed to make you think about the material deeply, to enhance learning and consolidate what you have read and heard in lecture that week. In other words, they are not "easy" questions. Make sure you read the entire question, and all

response options, carefully. The quizzes are moderated by the TA. Please email the TA if you are having difficulty with any technical aspects (such as your browser crashing during the quiz, so the TA can reset it), or with any questions about content (such as whether you are interpreting a question or response option correctly). Keep in mind that email responses will be as timely as possible, but that if for some reason a response does not arrive soon enough, reasonable accommodations can usually be provided – up until the answers are released on Blackboard. After that point, the scores are fixed. We recommend you print out the quiz as you are taking it, in case of any technical difficulties, and to keep a record of your responses (which you can then correct when the answers are released). This will also help you study for the final exam.

About 24hrs after the quiz window closes, the answers will be released, so you will be able to see how you did. You are strongly encouraged to review the answers each week for two reasons:

- 1) Research has shown that this helps you learn more – you solidify the correct answers in your mind and retain them over a longer period of time. Research also suggests you will want to review the answers as soon as possible to get the maximum benefit.
- 2) Some of the cumulative final exam questions will be drawn directly from the quizzes.

Academic honesty and the weekly quizzes: At the beginning of each quiz you will agree that 1) you are taking the quiz alone, 2) you will not share questions or answers with other students who take the quiz later in the 24-hour period, and 3) you did not receive questions or answers with other students who took the quiz earlier in the 24-hour period. If you take this course requirement seriously, it will help you do better in the class. You are more than welcome to study with others and share responsibilities for outlining the chapters and lectures, you are just asked not to take the quizzes as a group or share/receive information about the quizzes inappropriately. You may try and take the quiz from memory and use your notes just as a back-up, to check and make sure you answered correctly. This will help you learn the material best. If you have to look everything up as you go and haven't read or studied at all, you will probably run out of time. If you cheat off someone else, you will probably do pretty poorly on the final, which will be obvious when compared to your stellar quiz scores.

ii) CUMULATIVE CLOSED-BOOK FINAL EXAM:

The final exam date and time has been predetermined by the UO registrar - **Wednesday, March 16 from 8:00-10:00am**

Students will NOT be able to schedule the final exam for any other date or time. In addition to being cumulative and closed-book, it will be multiple-choice only.

iii) SHORT ESSAY:

This written assignment is worth 30 points. **It is due at the end of Week 8 (Friday, February 25, 5:00pm), when it must be submitted on Blackboard via SafeAssign. Absolutely NO late essays will be accepted.** A handout about this assignment will be provided in the next few weeks. Please take advantage of Academic Learning Services (PLC 68; 346-3226), which offers free workshops and drop-in tutoring for writing.

Academic Honesty in General:

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 an editor. We will be checking all short essays electronically for plagiarism using SafeAssign; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken.

Final Grades:

Final grades will be based on the total number of points earned for:

Weekly Quizzes (8 quizzes x 15 questions x 2 points each): 240 points

Short Essay: 30 points

Final Exam (60 questions x 3 points each): 180 points

If your accumulated percentage of points is:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P

Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. **I may choose to curve grades at the end of the quarter – but I will not curve downwards to lower 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 us ASAP 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.

SCHEDULE OF LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: This outline is tentative, and there may be changes during the quarter. These changes will be announced in-class and on Blackboard. You will then have to download an updated schedule to access the correct content for the weekly quiz.

01/04/11	Course Overview and Introduction to Child Development CH 1 (pp. 1-24 except Piaget's Theory, 30-47)
01/06/11	The First Three Months: Coordination, Temperament, Senses CH 4 (intro, 130-139, 150-159)
01/11/11	Infancy I: Object Permanence, Attention and Memory, Motor Skills CH 5 (intro, pp. 168-177, 181-198)
01/13/11	Infancy II: Emotions, Communication, and Early Self Development CH 6 (pp. 201-209, 222-231)
01/18/11	Infancy III: Temperament and Attachment CH 4 (pp. 148-150), CH 6 (pp. 209-222)
01/20/11	Brain Development CH 4 (pp. 126-130), CH 5 (pp. 165-168), CH 8 (p. 273-274), CH 11 (pp. 393-395), CH 14 (pp. 507-508)
01/25/11	Piaget
CH 4	pp. 144-148
CH 5	pp. 177-181
CH 8	pp. 274-281
CH 11	pp. 395-404
CH 14	pp. 523-527
01/27/11	No new readings – see Announcements for mini-lecture topics
02/01/11	Language Acquisition I CH 7 (pp. 235-260)
02/03/11	Language Acquisition II CH 7 (pp. 260-267)
02/08/11	Early Childhood I: Privileged Domains and Autism CH 8 (pp. 285-298)
02/10/11	Early Childhood II: Self-Regulation, Aggression, and Prosocial Behavior CH 9 (pp. 316-337)

- 02/15/11 Families, Parenting Styles, Divorce, and Day Care
CH 10 (pp. 339-367), CH 13 (pp. 486-487)
- 02/17/11 Media
CH 10 (pp. 367-376)
- 02/22/11 Schooling
CH 11 (pp. 414-421), CH 12 (pp. 425-456)
- 02/24/11 Middle Childhood: Cognition and Self-Esteem
CH 11 (pp. 404-414), CH 13 (intro, pp. 487-495)
- 02/25/11 Essay due by 5:00pm (submitted via SafeAssign on BB)**
- 03/01/11 Social Identity Development and Moral Development
CH 9 (pp. 301-316), CH 13 (pp. 460-469), CH 15 (pp. 531-539, 560-571)
- 03/03/11 Peers vs. Parents
CH 13 (pp. 469-486), CH 15 (pp. 549-559)
- 03/08/11 Adolescence: Social/Emotional Development
CH 15 (pp. 543-549, 571-576)
- 03/10/11 Adolescence: Puberty and Sexuality
CH 14 (pp. 501-507, 508-523)
- 03/16/11 Final Exam from 8:00-10:00am – NO exceptions**