
PSY376: CHILD DEVELOPMENT

SUMMER 2012

CRN 41618

ROSE MAIER

ROSEM@UOREGON.EDU

493 STRAUB

OFFICE HOURS:

Monday 3:00pm-4:00pm

Tuesday 5:50pm-6:50pm

LECTURE TIME AND PLACE

MTWR 4:00pm-5:50pm, Straub 142

NOTE: There will be no final exam for this class. Instead, there will be in-class midterms, with the last one falling on the last day of class (8/15).

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 physical, cognitive/intellectual, and social/emotional development from conception to adolescence, are considered. The approach to these topics is scientific, with an emphasis on recent research findings in developmental psychology. 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 in which children affect their own development; 3) the mechanisms that underlie developmental change; 4) individual differences in development; and 5) the use of research findings to promote children's welfare.

TEXTBOOK

Siegler, DeLoache, & Eisenberg *How Children Develop* (3rd Ed.) New York, NY: Worth Publishers.

Note: A copy of the text is on reserve at Knight Library.

WEBSITE

Blackboard will be a critical source of course-related information throughout the term. Powerpoint slides from lectures will be posted there, as well as assignment instructions, and important course-related announcements.

GRADING

Your grade will be made up of exams (75%), reading response quizzes (15%), a timeline milestone (10%), and up to 3% of extra credit (optional paper or research participation).

EXAMS

There will be four in-class non-cumulative exams, each counting as 18.75% of your final grade, for a total of 75%. Exams will draw from assigned readings and material covered in lectures; my lectures will often coordinate with the readings, but not always. You are responsible for material from the readings and from the lectures. The format of the exams will be multiple choice and short essay response.

READING RESPONSE QUIZZES

There will be an undetermined number of short reading response quizzes over the course of the term. They will be unannounced (i.e. “pop” quizzes), and will occur at the beginning of lecture. These quizzes will be designed to check whether or not you did the reading, and to help me keep track of how well everyone is understanding the material. There may also be some more challenging extra credit questions available on some quizzes. Any extra credit points earned on quizzes count only towards your total quiz grade, which cannot go over 100%. All together, your scores on the reading response quizzes will account for 15% of your final grade. If you miss class on the day of a quiz, you get a zero for that quiz.

TIMELINE PROJECT

Over the course of the term, we will be working together to assemble a timeline of development based on empirical findings in the study of child development. For this project, you need to identify at least one developmental “milestone” and send me the following:

- a) A very short description of the milestone (e.g. “can segment speech by tracking transitional probabilities between syllables”)
- b) The point in development at which it occurs (e.g. “8 months old”)
- c) A pdf of the article supporting that finding
- d) A 1-page summary of the article (focusing on the methodology in particular) written in your own words. (See BlackBoard for a sample milestone submission.)

You will be exposed to many, many examples of suitable research in your readings and in lecture; you’re welcome to use studies cited in class or in the text, or to find your own studies. Just remember that you need to find and read the original article – simply paraphrasing the textbook or lecture notes for your summary is not acceptable. Each person must turn in a unique milestone, and they will be accepted on a first-come first-served basis. That means that the earlier you turn in your milestone, the less likely someone else will have already claimed it. I also recommend you turn in more than one, so you have extras in case someone else has already taken one that you’ve chosen. I will make the timeline available to you all online and update it frequently. I encourage you

to treat this not just as an assignment to complete, but as a way to collaboratively build a study guide that will help you to integrate information from the whole course. It should be a fun project and a valuable resource to you all as you learn about child development. The milestone submission is due by August 9th and is worth 10% of your total grade.

EXTRA CREDIT

Students may earn up to 3% of extra credit by participating in psychology research OR writing a thoughtful critique of an empirical article on a topic within child development. If you want extra credit, you must pick either research participation or critiquing an article – you cannot mix and match.

Research Participation Option: Students can earn 1% of extra credit for each credit of research participation, up to total of 3%. Information about how to sign up for studies will be available on Blackboard. In addition, the Psychology Department human subjects coordinator will give a short presentation at the beginning of class on Tuesday 7/24 to tell you about participating in psychology research at UO. To earn extra credit for research participation, students must write a short paper (approximately 1 page, double-spaced, for each credit of research completed, up to a total of 3 pages) about the study or studies completed, explaining what the study was about, what tasks you performed as a participant, and your thoughts/reaction/questions, etc.

Article Critique Option: If you want to take advantage of the article critique option, please send me the article you would like to critique before you write your paper, so I can make sure it's an appropriate article for the assignment. The critique should be approximately 3 pages, double-spaced, in APA style. Critiques will be assessed for thoughtful, logical treatment of the material from the article and clear, effective writing style. An excellent critique will earn the full 3%; less worthy papers will earn fewer points.

Extra credit is due Wednesday, August 15th.

SCHEDULE

Date	Topic(s)	Assigned Reading
Mon 7/23	Overview, Themes, Theory, and Research Strategies Visit from ASUO	p8-38
Tue 7/24	Visit from Hum Subj Coord. Theories of Child Development Infant Perception and Motor Development	p.130-154, p.164-199
Wed 7/25	More Theories of Child Development Infant Learning and Cognition	p.154-164, p.199-212
Thur 7/26	***MIDTERM 1***	
Mon 7/30	Language Development Non-Linguistic Symbols	p.215-256
Tue 7/31	Concepts, Space, Time, and Causality	p.259-294
Wed 8/1	Social Development	p.354-378
Thur 8/2	***MIDTERM 2***	
Mon 8/6	Intelligence and IQ Academic Skills and Achievement	p.297-337
Tue 8/7	Emotional Development Emotion Regulation	p.381-419
Wed 8/8	Attachment, Self, and Family	p.425-446, p.463-480
Thur 8/9	***MIDTERM 3*** LAST DAY TO TURN IN MILESTONES	
Mon 8/13	Guest Lecture: Jacob Levernier Imagination and the Development of Morality	TBA
Tue 8/14	Peers, Gender, and Identity	p.503-539, p.583-619, p.446-460
Wed 8/15	***MIDTERM 4*** LAST DAY TO TURN IN EXTRA CREDIT	

THREE IMPORTANT ADDITIONAL NOTES:

GUIDELINES FOR TEACHING AND LEARNING:

The Psychology Department has developed guidelines for teaching and learning in Psychology. These guidelines can be accessed at the following web address:

<http://psychweb.uoregon.edu/undergraduates/guidelines>

- Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course.

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 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. For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life website at:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

STUDENTS WITH DISABILITIES:

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155, disabsrv@uoregon.edu, <http://ds.uoregon.edu/>). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu]