CHILD DEVELOPMENT
PSY 376
CRN: 17027
Fall 2013
M, W 4:00 – 5:20 pm
129 MCK

Course website: http://blackboard.uoregon.edu

Instructor: Mandy Hampton Wray, Ph.D.   **Office:** LISB 123
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Office hours: W 10:30-11:30 am, Th 3-4 pm & by appointment

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Course Overview:

This course will provide an introduction into the core issues and scientific methods of studying child development. This class will have a strong focus on scientific results, including recent evidence from developmental psychology and cognitive neuroscience. The course will cover multiple aspects of development from infancy through adolescence, including physical, social, emotional, cognitive, and atypical development.

Required materials:

- Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How children develop – Third edition*. New York, NY: Worth Publishers.
    - Textbook available for purchase at the bookstore
    - A copy is on reserve at the Knight Library
- iClicker – you can use either iClicker1 or iClicker2
    - iClicker2 is available at the bookstore

Recommended readings:

- Selected recommended supplementary readings will be announced in class and posted in the "Readings" section on Blackboard. In this section, you will find a list containing the required readings and folders containing recommended supplementary readings.

Blackboard:

Blackboard will be a critical source of course-related information throughout the term. Any changes to the lecture or course schedule will be posted on this site. In addition, lecture slides, readings, handouts, grades, and other materials will be posted there. Check the Blackboard website regularly for course related materials and announcements. You can get to the course web site by logging into http://blackboard.uoregon.edu. If you need help using Blackboard, please refer to http://libweb.uoregon.edu/scis/blackboard/help.

Important announcements will also be sent via email, so it is best to get into the habit of checking your email daily. If you send an email to the instructor, expect to receive a reply within approximately 24 hours.

Course Requirements/Grading:

In-class activities	150 points total
Exam 1	300 points
Exam 2	300 points
Final project	250 points total
TOTAL AVAILABLE	**1000 points**

Final Letter Grades:

A+	975 and above points
A	925-974 points
A-	900-924 points
B+	875-899 points
B	825-874 points
B-	800-824 points
C+	775-799 points
C	725-774 points
C-	700-724 points
D	600-699 points
F	Less than 600 points
P, I, W	Other grading options

Schedule:

Please note that the schedule is subject to change. Any changes in schedule will be announced in class and posted to Blackboard.

Lecture Notes:

Lecture notes for each class will be posted on Blackboard by 12:00 pm the day of class.

In-Class Activities (150 points total):

You will have a total of 18 in-class activities throughout the term, administered during or at the end of lectures. Each daily set will be worth 10 points. Your highest 15 grades will be used for computing your final score, out of 150 points (your three lowest grades will be dropped automatically). If you complete all 18 in-class activities, you can receive 10 extra credit points added to your total grade.

It is expected that you have completed the assigned reading before the lecture on that date. The activities will include in-class quizzes on materials from the assigned readings and lecture of the day. Not all of the material from the reading can be covered in lecture, but may still

appear as questions for in-class activities. The goal of these in-class activities is to promote critical thinking of the material covered in class and the readings. There will be no make-up for any of the activities, so if you miss one for any reason, your score will be 0 for that activity.

In-class activities will typically be completed using the iClicker, so you **MUST** bring your clicker to class each day. You will not receive credit for in-class assignments without your clicker. Clicker use will begin in class on Week 2 (Oct. 7). Clicker numbers must be registered on Blackboard by Friday, Oct. 11 or you will NOT receive credit for in-class assignments.

Exams (600 points total):

Exams will consist of multiple choice, true/false, fill-in-the-blank, short-answer, and/or short essay questions and will cover material from the assigned readings **AND** lectures. There will be two mandatory exams (Exams 1 & 2: 300 points each – dates listed on the class schedule). No make up exams are available. The final exam is optional. If you missed an exam or would like to drop one of your exam grades, you will have the opportunity to take the final exam. The final exam will be **comprehensive** and more challenging than the two midterm exams.

Project (250 points total):

All assignments uploaded to Blackboard must be in Word (.doc or .docx) or .pdf format. **ALWAYS** include your **LAST NAME** in the **FILENAME** of the uploaded assignment. Specific, detailed project descriptions and grading rubrics are available on Blackboard under Project.

Final Project (250 points):
For this project you will choose a specific research question and write a novel research project proposal based to test your research question. This project has two parts:

- **PART 1: 50 points: RESEARCH PROPOSAL TOPIC APPROVAL – Due Wednesday, October 30, 2013, 4:00 pm**
    - A one-page written description of your research proposal topic. Your topic **MUST** be approved by the course instructor. Upload your Research Proposal Topic to the appropriate Safe Assign on Blackboard
        - Describe: 1) the specific research question you will test with your proposal, 2) the method(s) you will use to test this question, 3) why this question is important for understanding child development
        - Provide a list of at least three peer-reviewed articles in APA format that you will use as background review literature in your introduction
    - You will receive feedback on your proposal topic, so the more specific and detailed your proposal, the better feedback you will receive.
- **PART 2: 200 points: FINAL RESEARCH PROPOSAL – Due Thursday, December 12, 2013, 5:00 pm**
    - A research proposal in which you review background literature and propose a novel research project to investigate a specific question related to child development (prenatal through adolescence)
    - Paper format: 4-5 pages containing at least three peer-reviewed journal articles. Upload your final Research Project Proposal to the appropriate Safe Assign on Blackboard.

- You may also use/reference the textbook in addition to your three journal articles
- ~2-2.5 pages of introduction (literature review, statement of your question, and hypotheses), ~2-2.5 pages of detailed methods
    - <u>The Introduction</u> – this will contain background information related to your question, including: 1) A REVIEW OF PREVIOUS FINDINGS from at least three relevant peer-reviewed articles in addition to your textbook (textbook use is optional), 2) YOUR NOVEL RESEARCH QUESTION, how it contributes to the current literature, and why this is a question of importance in understanding child development, and 3) YOUR HYPOTHESES stating what you believe would be the outcome(s) of your proposed project
    - <u>The Methods</u> – this will contain specific, detailed information about your proposed project including: 1) populations to be assessed, 2) the specific method(s) (behavioral and/or neuroimaging) to be used, 3) the stimuli to be used, 4) type of data to be collected, and 5) the statistical analyses of the data.
    - <u>The Conclusion Paragraph</u> – A brief paragraph wrapping up your proposal.

Extra Credit:

Completion of all 18 in-class assignments will automatically provide 10 points in extra credit added toward your point total for the class.

You may also choose to complete an optional extra credit assignment. A more detailed description of requirements for the extra-credit project and a grading rubric are available on Blackboard under Extra Credit.

- **Up to 25 points – Due Wednesday, December 4, 2013, 4:00 pm:** A two-page informational flyer targeted toward the general public (i.e., parents, teachers) on a topic of your choice related to child development

Late Work:

All dates and assignments are available at the beginning of the term, providing adequate time for preparation of projects and for exams. Please plan ahead and do not wait until the last minute to work on assignments. Late work is **NOT** accepted and any assignments turned in late will receive a grade of 0.

Additional Information:

1. **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
    a. Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course.

2. **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.

a. 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.

b. 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/Student ConductCode/tabid/69/ Default.aspx

c. Any assignment or exam containing academic dishonesty (i.e., plagiarism, cheating, fabrication, etc.) will receive a grade of 0 and will not have the opportunity to be redone.

3. **Plagiarism:** 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, such as footnotes. Expectations may vary slightly among disciplines. 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 by quotation marks or set off from regular text as indented extracts.

    a. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
        i. one quotes another person's actual words or replicates all or part of another's product;
        ii. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
        iii. one borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

    b. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

    c. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

4. **Fabrication:** Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

    a. Examples include, but are not limited to:
        i. citing information not taken from the source indicated;
        ii. listing sources in a reference not used in the academic exercise;

   iii. inventing data or source information for research or other academic exercises.

5. **Cheating:** 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.
 a. Examples include, but are not limited to:
   i. copying from another student's test paper, computer program, project, product, or performance;
   ii. collaborating without authority or allowing another student to copy one's work in a test situation;
   iii. using the course textbook or other material not authorized for use during a test;
   iv. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing;
   v. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
   vi. taking a test for someone else or permitting someone else to take a test for you.

(Prepared by the University of Oregon Student Conduct Committee & the Office of Students Life)

6. **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.

Class Schedule (subject to change)
Instructor will announce changes in class and post to Blackboard.

Week	Date	Topics & Deadlines	Assigned Readings
1	9-30	Introduction & Methodologies	Ch. 1
	10-2	Nature and Nurture	Ch.3 pp. 83-101
2	10-7	Prenatal Development	Ch. 2
	10-9	Brain & Physical Development	Ch. 3 pp.102-125
3	10-14	Infant Development	Ch. 5
	10-16	Language Development	Ch. 6
4	10-21	Conceptual Development	Ch. 7
	10-23	**EXAM #1 (in class)**	
5	10-28	Intelligence	Ch. 8
	10-30	**DUE: RESEARCH PROPOSAL TOPIC – Blackboard – 4:00 pm** Social & Peer Development	Chs. 9 & 13
6	11-4	Emotional Development	Ch. 10
	11-6	Attachment	Ch. 11 pp. 423-436
7	11-11	Development of Pretend Play	
	11-13	Children & Media	Ch. 13
8	11-18	Development of Self	Ch. 11 pp. 436-461
	11-20	Moral Development	Ch. 14
9	11-25	**EXAM #2 (in class)**	
	11-27	Gender Development	Ch. 15
10	12-2	Developmental Disorders	
	12-4	**DUE: EXTRA CREDIT PROJECT – Blackboard – 4:00 pm** Interventions	
FINAL	12-11	**FINAL EXAM – Location TBA – 3:15 pm**	
	12-12	**DUE: FINAL RESEARCH PROPOSAL – Blackboard – 5:00 pm**	