
PSY376: CHILD DEVELOPMENT

SUMMER 2013

CRN 41864

ROSE MAIER

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493 STRAUB

OFFICE HOURS:

Monday 3:00pm-4:00pm

Tuesday 5:50pm-6:50pm

SHANNON PEAKE

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424 LISB

OFFICE HOURS:

Tuesday 10:00am-12:00pm

Thursday 10:00am-12:00pm

LECTURE TIME AND PLACE

MTWR 4:00pm-5:50pm, 162 Lillis (LIL)

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. Emails regarding course schedule or requirements will be sent from Blackboard, so it is important to check your email account registered with Blackboard frequently.

GRADING

Your grade will be made up of exams (60%), reading response quizzes (20%), a research project (20%), and up to 3% of extra credit (optional paper or research participation). Grades are assigned based on the number of points you accrue on course requirements and will be determined according to the following cut points:

93=A 90=A- 87=B+ 83=B 80=B- 77=C+ 73=C 70=C- 60=D

EXAMS

There will be three in-class non-cumulative exams and one cumulative final covering material from the entire course. The lowest score of the four exams will be dropped. Each of the highest three exams is worth 20% of your final grade, for a total of 60%. 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 us keep track of how well everyone is understanding the material. Extra credit points may also be earned for responses to the quiz questions that are particularly thorough and thoughtful. 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 20% of your final grade. If you miss class on the day of a quiz, you get a zero for that quiz.

PROJECT

Over the course of the term you will participate in a research project. Details of project requirements will be given during class and instructions will be posted to Blackboard. The purpose of the project is to provide an opportunity to experience one aspect of child development research directly and to develop the skills of assessing, interpreting, and reporting that experience. Assessment of project quality will be based on accurate use of relevant information in the assigned readings, adherence to procedural guidelines in the instructions, adequacy of assessment and interpretation, and clarity of reporting. Grammar and formatting are essential elements of reporting and will be evaluated. Project report due dates are listed on the course schedule (see below). Reports turned in after class on the due date will receive half credit if submitted the same day as the due date. Reports submitted any day after the due date will receive no credit. This should be a fun project and will provide a real-world research experience as you learn about child development. The data collection from the project is due on Wednesday, July 31st by 4:00 p.m. The project report is due on Thursday, August 15th at 4:00 p.m. The entire project is worth 20% of your total grade for the course.

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, July 23rd 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 us the article you would like to critique before you write your paper, so we 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 Thursday, August 15th.

Schedule

Date	Topic(s)	Assigned Reading
Mon 7/22	Overview, Themes, Theory, and Research Strategies	p8-38
Tue 7/23	Visit from Hum Subj Coord. Prenatal Development / Biology & Behavior	p.58-79; p.86-123
Wed 7/24	Theories of Child Development Infant Perception and Motor Development	p.130-154, p.164-199
Thur 7/25	***MIDTERM 1***	
Mon 7/29	More Theories of Child Development Infant Learning and Cognition	p.154-164, p.199-212
Tue 7/30	Language Development Non-Linguistic Symbols	p.215-256
Wed 7/31	Concepts, Space, Time, and Causality PROJECT DATA COLLECTION DUE	p.259-294
Thur 8/1	***MIDTERM 2***	
Mon 8/5	Intelligence and IQ Academic Skills and Achievement	p.297-337
Tue 8/6	Emotional Development Attachment	p.381-413; p.424-436
Wed 8/7	Self / Ethnic / Sexual / Gender Identity	p.437-460, p.584-602
Thur 8/8	***MIDTERM 3***	
Mon 8/12	Social Development / Family	p.351-360; p.468-499
Tue 8/13	Peer Relationships	p.503-541
Wed 8/14	Moral Development	p.543-579
Thur 8/15	***CUMULATIVE FINAL*** PROJECT REPORT DUE 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>

USE OF ELECTRONIC DEVICES:

The use of laptop and tablet computers is acceptable during lectures, provided they do not cause distraction to other students. International students may request permission to use electronic devices for language translation during exams. Requests must be made to the instructor in advance and the manufacturer and model of the electronic device must be provided along with the request. Electronic devices that are capable of storing customized notes or capable of Internet access or text messaging will not be allowed (including all phones). The use of any non-approved electronic device for any reason during an exam will be considered an act of academic dishonesty and the student will be referred directly to the Director of Student Conduct and Community Standards.

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]