

**PSY 376 Winter 2013  
Child Development**

**Time/Location:** Monday and Wednesday, 12:00 – 1:20 p.m., STB 142

Instructor: Shannon Peake Email: <a href="mailto:peake@uoregon.edu">peake@uoregon.edu</a> CRN: 26516	Office: 470 Straub Hall / LISB 118 Office Hours: Tues. 10:00-12:00 or by appt. Blackboard: PSY 376 Child Development
Teaching Assistant: TBA Email: TBA	Office: TBA Office Hours: TBA

**Course Web Site:**

The course web page is available on Blackboard which can be accessed from any web browser with an Internet connection at <http://blackboard.uoregon.edu/>, or from a link on the University of Oregon main website. Your Blackboard account is automatically created through your enrollment in this course. If you have problems accessing your account please contact the [Information Technology Center in Knight Library](#) (phone: 346-2681).

**Course Overview**

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) interaction between biology and environment throughout development
- 2) ways in which children affect their own development
- 3) mechanisms that underlie developmental change
- 4) individual differences in development
- 5) the use of research findings to promote children's welfare

**Text and Resources:**

Siegler, DeLoache, & Eisenberg. How Children Develop (3rd Ed.) New York, NY: Worth Publishers. A copy of the text is on reserve at Knight Library.

**Grading**

Grades are assigned based on the number of points you accrue on course requirements and will be determined according to the following cut points:

92=A    90=A-    88=B+    81=B    80=B-    78=C+    70=C    69=C-    60=D

**Exams (60%):** Three tests will be administered during the course; two will be administered in class and the third will be held on the finals exam day determined by the university (see the schedule below for dates). Each test will include multiple-choice and short essay questions and will be based on material presented up to the time of that test. No books, written notes, or printouts of the Powerpoint presentations are permitted during the exams. No computers are permitted, with the exception of electronic language dictionaries for international students. Each test will be equally weighted (i.e. worth 20 grade points each).

**Quizzes (16%):** Ten weekly open-book quizzes will be given, each covering the material in the readings and lectures prior to the quiz day. Quizzes will be administered online via Blackboard. Every week between noon on Sunday and noon on Monday you will be able to access the quiz for that week under Course Documents. Once you begin, you will have 60

minutes to complete the quiz. Use of your book, notes, or lecture slides is acceptable. Quizzes will typically include 10 multiple-choice questions worth 2 points in total. The top 8 quiz scores will be summed to make your quiz grade for the course; the lowest 2 quiz grades will be dropped.

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. Some questions will address content delivered during the lecture, but not shown on the lecture slides or in the readings. The questions will often target conceptual understanding of the material, as opposed to simple definitions of terms. In other words, they are not “easy” questions. Make sure you read the entire question and all response options carefully. 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). If you have concerns about the availability of Internet access, it would be wise to plan on taking the quizzes at Knight Library or in the Psychology computer lab (STB 186). 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. It is a good idea to 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 24 hours after the quiz window closes, the answers will be released and 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 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, however you are not to take the quizzes as a group or share/receive information about the quizzes inappropriately. 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.

**Projects (24%):** Three projects will be assigned during the course. Each project will be worth 8% of your total grade. Details of project requirements will be given during class. The purpose of the projects is to provide an opportunity to experience some aspect of child development more directly and to develop the skills of assessing, interpreting, and reporting that experience. Projects may include interactions with children or adults outside of the class and appropriate ethical procedures (e.g. consent and other human subject protections) will be required. Assessment of project quality will be based on accurate use of relevant information in the assigned readings, adherence to procedural guidelines, 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.

**Extra Credit (3%):** A total of up to 3 points are available for (1) participating in psychology research OR by providing a written critique of an empirical article on a topic within child development. You must pick either research participation or the article critique; the two options cannot be mixed. Extra credit is due on Friday, March 13th.

*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 to explain how to participate 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.

#### **Grading Summary:**

60% - Exams

16% - Quizzes

24% - Projects

3% - Extra Credit

#### **Outside-Classroom Contact:**

If you have any questions, comments, or issues, please do not hesitate to come to my office during office hours or email me. Although I have set office hours, I am very willing to schedule separate times to meet. Just email me your request and include some times that would work for you (I'm here a lot). Regarding grades and course requirements, early communication is the best way to avoid misunderstanding. Waiting until the last week of class (or worse, after the course is finished) is not a good strategy.

Nota bene: Information regarding changes to assignments or scheduled dates will be disseminated through **UO email sent from Blackboard**. It is therefore important that you check your UO email regularly.

#### **Academic Honesty**

You must work independently on all projects. You may not work with other students. If there is evidence that you are not working independently, you will lose partial/all credit for a particular task. Collaboration is acceptable for exam preparation (e.g. study groups), but not for projects. Guidelines for acceptable collaboration on quizzes are specified in the Quizzes section above.

Your work must be your own. Do not copy material directly from the internet or other sources into papers without citing. Do not use work of other current or past students. If there is evidence that your work is not original and/or does not cite sources, you will receive a consequence ranging from loss of partial/all credit for a particular task to course failure. The instructor will determine any consequences in consultation with the appropriate University of Oregon program staff.

Your work may in some cases be submitted to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so. If you are ever unsure about whether a behavior constitutes cheating, please ask. It is recommended that you read the university's policy on academic misconduct available from the Office of the Dean of Students webpage on the UO website: <http://uodos.uoregon.edu/>

### **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. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)

## **Child Development Winter Term 2013 Schedule**

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>	<i>To Do</i>
Wk 1	Jan 7	Course Overview / Introduction	Chapter 1	
	Jan 9	Prenatal Development	Chapter 2	Quiz 1 online (by Monday)
Wk 2	Jan 14	Biology and Behavior	Chapter 3	
	Jan 16	Cognitive Development	Chapter 4	Quiz 2 online (by Monday)
Wk 3	Jan 21	<b>No class: Martin Luther King, Jr. Day</b>		
	Jan 23	Infant Learning and Cognition	Chapter 5	Project 1 Due Quiz 3 online (by Monday)
Wk 4	Jan 28	<b>Exam 1 in class</b>		<b>Take Exam 1</b>
	Jan 30	Development of Language	Chapter 6	Quiz 4 online (by Monday)
Wk 5	Feb 4	Conceptual Development	Chapter 7	
	Feb 6	Intelligence	Chapter 8	Quiz 5 online (by Monday)
Wk 6	Feb 11	Social Development	Chapter 9	Project 2 Due
	Feb 13	Emotional Development	Chapter 10	Quiz 6 online (by Monday)
Wk 7	Feb 18	<b>Exam 2 in class</b>		<b>Take Exam 2</b>
	Feb 20	Attachment / Development of Self	Chapter 11	Quiz 7 online (by Monday)
Wk 8	Feb 25	Family	Chapter 12	
	Feb 27	Peer Relationships	Chapter 13	Quiz 8 online (by Monday)
Wk 9	Mar 4	Moral Development	Chapter 14	Project 3 Due
	Mar 6	Gender Development	Chapter 15	Quiz 9 online (by Monday)
Wk 10	Mar 11	Conclusions	Chapter 16	
	Mar 13	Review for Exam 3	--	Quiz 10 online (by Monday) Extra Credit Due
Wk 11	Mar 18*	<b>Exam 3</b> *10:15 a.m. on <b>Tuesday</b> of finals week in STB 142		<b>Take Exam 3</b>