



## **PSY 376: Child Development (Fall 2014)**

**CRN 15350**

Mon-Weds 12:00-1:20 pm

Lillis Hall 112

*Instructor:* Ryan Giuliano (giuliano@uoregon.edu)

*Office hours:* LISB 118, Weds 9-11:00am or by appt.

### **Course Overview**

This course provides an overview of the theories, methods, and phenomena of child psychology. An important focus of this class will be to examine the implications of this information for enhancing child development. We will cover multiple aspects of development from infancy through adolescence, including physical, cognitive, social, and emotional development. This course will have a strong focus on critically thinking about scientific results, with an emphasis on recent findings from developmental psychology and cognitive neuroscience. In addition to your textbook, readings will include recent peer-reviewed articles.

### **Learning Goals for UO Psychology Majors Relevant to PSY 376**

- 1) Identify major theories, research findings, and methodological approaches in a variety of key content areas, and apply research findings to human behavior in everyday life.
- 2) Find relevant articles in the primary psychological literature on a given topic, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and the quality of evidence presented.
- 3) Choose appropriate basic statistical analysis techniques for a specific research question and set of data, and summarize the results in an APA-style report.
- 4) Communicate clearly and effectively about psychological topics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.

### **Course Materials**

- 1) Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How Children Develop* (3rd ed.). New York, NY: Worth Publishers.  
*\*a copy of the text is on reserve at the Knight Library*

- 2) iClicker

\*versions 1 and 2 are both acceptable

\*available at the bookstore

- 3) **Additional readings** and lecture slides available via Blackboard

### **Blackboard**

The course website located at <http://blackboard.uoregon.edu> will be a critical source of 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 available for your use. If you have problems accessing your Blackboard account, please contact the IS Technology Service Desk in 151 McKenzie Hall or by phone, (541)-346-4357.

### **Assignments and Evaluation**

In-class Quizzes	16%
Exams	60%
Projects	24%

\*No late assignments will be accepted without medical documentation. This is for our own good. Temptations to incur late penalties lead to greater loss.

*In-class Quizzes:* In lieu of an attendance requirement, mini-quizzes will be given throughout each lecture, consisting of multiple-choice questions. Your responses will be recorded via iClicker. There will be a total of 16 quizzes throughout the term, the best 14 of which will count towards your grade. Since two quizzes will be dropped when calculating your grade, there will be no make-up opportunities. If you know you will not be able to attend a given lecture due to a university excused absence, *it is your responsibility to contact me ahead of time* and we will make alternative arrangements. **\*\*\*Extra credit opportunity\*\*\*: students who complete all 16 in-class quizzes will receive a 2% bonus on to their final course grade.**

*Exams:* Three exams will be administered throughout the term, consisting of multiple-choice and short essay questions covering material from the text book, additional assigned readings, and class lectures presented up to the time of the exam. Each exam will be equally weighted (20% each), and the final exam will not be cumulative. No books, written notes, or printouts of lecture slides are permitted during the exams. *Cell phone use is strictly prohibited* during exams. If you have an emergency call to make or text message to send, please see me before accessing your phone, or I will assume you are using your phone to access course materials.

*Projects:* Two projects will be assigned during the course, each being worth 12% of your total grade. Additional details of the project requirements will be given during class. The purpose of the projects is to provide an opportunity to explore a specific issue of child development that is particularly interesting to you, to critically evaluate the research that has been performed in that domain, and to be able to communicate what you have learned to other scientists (project 1), as well as to non-scientists who may benefit from this information (project 2).

*Project #1.* You will choose three separate yet related scientific articles from peer-reviewed journals and critically evaluate them in a short paper (~2 pages). Your topic must be approved by me by the end of week 3 (2%), and your articles must be approved by the end of week 4 (2%). The paper you submit at the beginning of week 6 should include **proper citations and references in APA format**. This paper should include, at minimum, 5 paragraphs: 1) an intro paragraph mentioning your overarching topic and how the three articles you selected are related; 2-4) one paragraph for each article, briefly discussing the motivation for each study, the results, and implications of the findings; and 5) a summary paragraph that discusses how these three findings could be utilized to enhance child development or better inform interventions aiming to promote healthy development.

*Project #2.* With a group of no more than four individuals, you will create an 'info-graphic' or informational flyer oriented towards the general public (e.g., parents, teachers, care-givers) that characterizes a general finding within child development, and in particular how this information might be utilized by individualized aiming to promote healthy child development. Importantly, your graphic/flyer must include at least 7 citations of peer-reviewed scientific articles, to back up the claims you are making. This project will involve finding a delicate balance between critically evaluating empirical information, while presenting this information in a fashion that can be readily digested by non-scientists. Your groups will be chosen for you based on your topic for project #1; however, individuals choosing to work alone will have the option to do so (please contact me if this is the case). You will have the option to present your project on the final day of class for extra credit, along with a short spiel that you would give if presenting this in public. Each group will submit one project due by the end of week 9 (12/1).

## **Disability Services**

If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify me as soon as possible. You may also wish

to contact Disability Services in 164 Oregon Hall (541-346-1155; [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu); <http://ds.uoregon.edu/>).

### Academic Misconduct

If you knowingly engage in academic misconduct, you are not only cheating your fellow students, but are missing the point of a college education. If caught, you will get a 0 on the assignment or exam, and possibly face more severe punishment. Please inform yourself about the student conduct code (<http://conduct.uoregon.edu>) and about plagiarism, a particularly common form of misconduct (<http://library.uoregon.edu/guides/plagiarism/students/index.html>). This includes falsifying information about absences.

### Child Development Fall Term 2014 Schedule\*

Week	Date	Topic	Readings (pgs.)	Due
1	9/29	Course Introduction & Methodologies	Ch. 1	
	10/1	Nature & Nurture	Ch. 3 (83-101)	
2	10/6	Prenatal Development	Ch. 2	
	10/8	Brain & Physical Development	Ch. 3 (102-125)	
3	10/13	Cognitive Development	Ch. 4 (128-142)	
	10/15	Cognitive Development	Ch. 4 (143-171)	Project 1 Topic
4	10/20	<b>Exam 1</b>		
	10/22	Infant Learning & Development	Ch. 5	Project 1 Articles
5	10/27	Language Development	Ch. 6	
	10/29	Conceptual Development	Ch. 7	
6	11/3	Intelligence	Ch. 8	<b>Project 1 Paper</b>
	11/5	Emotional Development	Ch. 10	
7	11/10	Attachment & Development of Self	Ch. 11	
	11/12	<b>Exam 2</b>		
8	11/17	Social Development	Ch. 9	
	11/19	Physiology: Social-Cognitive Dev.	Beauchaine (2001)	
9	11/24	Family	Ch. 12	
	11/26	Peer Relationships	Ch. 13	<b>Project 2 Due</b>
10	12/1	Moral Development	Ch. 14	
	12/3	Interventions & Child Maltreatment		<b>Presentations</b>
11	12/10	<b>Exam 3, Weds. @ 10:15am</b>		

\*Schedule subject to change; all changes will be announced in class and posted on Blackboard