

PSY 376

Child Development: Summer 2014

MTWR 10:00am – 11:50am, 128 Chiles



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Office Hours: MW 12:00-1:30 or by appointment
Weeks 1 & 2: Jenny
Weeks 3 & 4: Jessica

The best ways to contact us are by coming to our office hours and via email. We will reply to your emails within 24 hours, but we do not guarantee that you will get a response before 24 hours. In addition, we will not reply to emails after 9pm. If you have something to discuss with us that requires a more urgent reply, please come talk with us after class.

COURSE DESCRIPTION

Children are fascinating, quirky, passionate, unique, wild, and complex creatures. They begin as adorable yet helpless bundles that grow into walking, talking dynamos. Children's understanding of the world changes dramatically as they acquire an immense amount of knowledge and skill in a short period of time. We will discuss multiple aspects of this remarkable growth, including children's physical, cognitive, and social/emotional development from conception to adolescence. How do genetics and environment influence children's development? In what ways do children's actions impact their own growth? What is the shape of children's development? What mechanisms underlie children's acquisition of knowledge and skill? How does children's development vary across different sociocultural contexts? These are among the questions we will examine in this course. We will explore different accounts of how children's development unfolds, as well as the methodologies that enable researchers to investigate this incredible growth. We will approach these topics with a scientific lens, focusing on recent empirical research in developmental psychology, and we will consider possible implications of this research for promoting children's development.

COURSE PREREQUISITES: None

REQUIRED TEXTBOOK: A copy of this textbook is on reserve at Knight Library
 Siegler, R., DeLoache, J. Eisenberg, N., & Saffran, J. (2014). *How Children Develop* (4th ed.).
 New York, NY: Worth Publishers.

REQUIRED READINGS

A list of lecture topics and reading assignments is located at the end of this syllabus. We expect you to have read the text in advance of coming to class, as the material presented in the text will help prepare you to understand the lecture and to participate in class discussions. In lecture, we will typically explore issues of contemporary interest in the field that supplement, rather than retrace, the content presented in the text.

COURSE WEBSITE

Blackboard (BB): <http://blackboard.uoregon.edu>

Please check this site regularly for important information and announcements.

GRADING

Your grade in this course will be comprised of the scores you earn on exams (50%), a research study proposal (40%), readings responses (10%), and up to 3% extra credit (optional paper or research participation). Letter grades will be determined according to the following cut points, based on the amount of points you accrue during this course:

97=A+ 93=A 90=A- 87=B+ 83=B 80=B- 77=C+ 73=C 70=C- 67=D+ 63=D 60=D- ≤59=F

GRADING SCALES

3-point scale

- 0 = Incomplete (missing or completely unrelated)
- 1 = Sufficient (relevant, but underdeveloped/lacking in critical thought, poor writing)
- 2 = Excellent (relevant, detailed, reflects critical thought, well-written)

5-point scale

- 0 = Incomplete (missing or inadequate)
- 1 = Poor (significantly lacking in content, effort, and/or critical thought)
- 2 = Fair (appropriate content, but lacking in effort and/or critical thought)
- 3 = Good (sufficient content, adequate effort/critical thought)
- 4 = Excellent (superior content, effort, and critical thought)

EXAMS

You will take two in-class exams. The format of each exam will be multiple choice and short essay. The exams will NOT be cumulative; however, information learned during the first half of the course will likely remain relevant to information learned during the second half of the course (so please don't just forget everything you've learned from the first two weeks after Exam 1!). Each exam will be worth 25% of your final grade. Exams will draw from the material covered in lectures as well as from the assigned readings. Sometimes what is presented in class will overlap with what is presented in the readings; other times we will choose to discuss different material in class from what is covered in the readings. You are responsible for ALL material presented during class and covered in the readings.

READING RESPONSES

Prior to each class session, you will write and submit to BB a one-page (double-spaced) response about the readings. Your response will center on the Idea of the Day – a question statement, or key concept that we will post to BB. We intend for the Idea of the Day to guide you as you complete the reading assignment and prepare you to participate in the class discussion on that topic. You will complete 12 reading responses in total, which means that each reading response is worth .833% of your final grade. *Reading responses will be graded using the 3-point scale described above.*

RESEARCH STUDY PROPOSAL

For this course, you will propose a research study on a topic of your choice. The proposal will consist of a brief review of existing research on your chosen topic followed by a research question. The bulk of your proposal should consist of a detailed description of a proposed experimental study designed to empirically investigate your research question.

We designed this assignment to help you build and enhance your scientific thinking and writing skills. The goals of this proposal are three-fold: 1) to explore further an area of children's development of particular interest to you, 2) to apply what you have learned about experimental design to the study of children's development, and 3) to practice and hone your scientific writing skills.

To facilitate your successful completion of this proposal, we have divided the proposal into several smaller assignments designed to scaffold you as you plan your study and write your proposal. The research study proposal will be worth a total of 40% of your final grade. The components of the assignment (and their respective percentages of your final grade) are listed below:

1. Topic (2.5%): You will first choose a topic. Your chosen topic can be anything that falls under the large umbrella of children's development. What questions do you have regarding children's development? Of those questions, about which are you most curious? If you could conduct an experiment on anything pertaining to children's development, what would you most like to study? *Topics will be graded using the 3-point grading scale described above.*
2. Articles (2.5%): Before you can design your own research study on your chosen topic, you must first get a sense of what research has already been conducted in that area. This will help you determine what the intriguing, important, and as yet unanswered questions are that relate to that topic. Google scholar (<http://scholar.google.com/>) and the UO Library Psychology search page (<http://onereach.uoregon.edu/databases/subject/psychology>) are both excellent resources for finding journal articles. When you submit your proposal topic, you will also include a list of 3 relevant empirical articles to that topic. In order to find 3 *relevant* articles, you must read (or at least skim through) more than 3 articles, as it is quite unlikely that the first 3 articles you happen upon will all be completely relevant to your particular topic. It is also probable that even after you've found 3 relevant articles, you will ultimately need to read even more to help you design your

research study. We ask you to submit a list of 3 articles early in the process simply to make sure that you have started doing the necessary background research to prepare you for thinking about and working on your proposal, so that you are not left doing all of the reading and writing the night before the first draft is due. *Article lists will be graded using the 3-point grading scale described above.*

3. First draft (5%): You will submit a draft of your paper in the middle of the course to be reviewed by a peer. Again, this will help ensure that you are putting in the correct amount of time and effort needed to craft a high-quality proposal (and that you're not waiting until the last few days of the course to throw something mediocre together). This will facilitate the development of your scientific thinking writing skills by providing you with ample time to edit and refine your research study proposal. *First drafts will be graded using the 5-point grading scale described above.*
4. Peer Critique (10%): You will complete a critique of another student's proposal draft. You will serve as a reviewer of the other student's work. This experience of reading and assessing the proposal of another student will help you learn both how to identify high-quality scientific thinking and writing and also how to suggest improvements in another's scientific thinking and writing. Not only is this a valuable part of your own learning process, but this also simulates the real-world science publication process, in which most scientific writing is subject to peer-review prior to being published. In addition, receiving feedback from the student who evaluates your own proposal will help you strengthen your own ideas and writing, resulting in a higher-quality final proposal. *Please carefully review the Peer Critique Form posted on BB for more information. Peer critiques will be graded using the 5-point grading scale described above.*
5. Final Version (20%): With four prior scaffolding steps to help you build and revise your scientific thinking and writing, we expect that in the final version of your research study proposal, you will present a well-researched topic, a well-articulated research question, and an carefully designed, well-developed research study that proposes to investigate a meaningful question related to your chosen topic. *Please carefully and thoroughly review the Final Proposal Grading Rubric posted on BB. Final versions will be graded according to this rubric.*

EXTRA CREDIT

You have two extra credit options, each of which enables you to improve your overall grade by up to 3%. You may choose one or the other, but cannot get credit for both nor for any combination of the two. *Extra credit will be graded based on the 3-point grading scale described above.*

1. Extra Credit Option 1: Research Participation

You can participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each 1 credit of participation assigned to Psych 376, you can earn a 1% improvement to your final grade. You can participate in up to 3

credits for this course, resulting in up to 3% extra credit towards your final grade. For each 1-credit research participation you complete, you must also submit a one-page (double-spaced) description of the research in which you participated. You may complete up to 3 credits of participation, and for each study you need to complete a write-up (i.e., a 1.5-credit study = 1.5-page write-up, 2-credit study = 2-page write-up, etc.). Your write-up should include the purpose of the research as well as what you learned from your experience as a participant. You can gain information about the research by contacting the researchers directly (you should receive a debriefing form with their information) or by contacting the human subjects coordinator, Bill Schumacher, at hscoord@uoregon.edu.

2. **Extra Credit Option 2: Critique of an Empirical Article:**

You must locate an *empirical article relevant to the study of children's development*. You can do this by looking in a *major, peer-reviewed journal*. You will write a 3-page (double-spaced) critique of this article, *summarizing* it and *evaluating* its contribution to our understanding of child development. A *high-quality critique* will earn you the full 3% extra credit. We recommend strongly that you seek approval of your article prior to beginning your evaluation/critique. Summaries of articles that are not relevant to the study of children's development or are not from a major, peer-reviewed journal will receive 0 points. To receive the extra credit you must submit to BB both a copy of the article and your 3-page evaluation/critique.

CLASS POLICIES

Attendance

Class attendance is critical for doing well in this course. The course will also be more engaging and educational for you if you are in class. Please come and join in our collective learning about children's development. If you anticipate missing more than TWO class sessions, please come and discuss it with us.

Absences

While we strongly encourage you to come to class every day, we do recognize that summer is busy and that sometimes life simply gets in the way. To whatever extent possible, please discuss with us *IN ADVANCE* if you know you will be missing class. Using our discretion, we will do what we can to support you. However, if we don't know what's going on, then we can't help you. Please do not wait until the end of the course to discuss your situation with us, because at that point there is very little we can do for you!

Late Work

Late work will not be accepted.

IMPORTANT ADDITIONAL INFORMATION

Guidelines for Teaching and Learning

The Psychology Department has developed guidelines for teaching and learning in Psychology. Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course. These guidelines can be accessed at the following web address: <http://psychweb.uoregon.edu/undergraduates/guidelines>

Students with Disabilities

If you have a documented disability, and you anticipate needing accommodations in this course, please meet with the instructors as soon as possible. Also, please request that the Accessible Education Center send a letter to the instructor verifying your disability. You may do so by contacting Hillary Gerdes (hgerdes@oregon.uoregon.edu, tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center.

Students for whom English is a Second Language

If you are a non-native English speaker and think you may have trouble in this course due of language difficulties, please come talk to us as soon as possible. Please note that you may only use approved dictionaries/translators during tests if you have discussed this with us *at the beginning of the term*.

Students with Special Circumstances

If you are a student with children, a job, or have other special circumstances that might affect your ability to devote time to the class, please let us know so we can discuss strategies to promote your success in this course. *If you wait until you already have problems in the course, then it may be too late to salvage your grade; planning ahead will likely lead to success.*

Academic Honesty

All work submitted in this course must be your own. You may be required to submit writing assignments to SafeAssign, which is a software tool designed to help students avoid plagiarism and improper citation. By enrolling in this course you grant the instructor permission to submit your work to SafeAssign.

If your responses on assignments are suspected of plagiarism, or if the instructors have any reason to be concerned about your conduct during an exam, you may be asked to move seats, have your test confiscated, and/or be given an "F". All violations will be taken seriously and noted on student disciplinary records. If you have questions regarding any aspect of these issues, please consult with us before you complete any relevant requirements for this course.

You are responsible for knowing what plagiarism is and how to avoid it!

For more information, see the UO web site regarding academic honesty at: <http://studentlife.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/70/Default.aspx>

TENTATIVE SCHEDULE AND REQUIRED READINGS

Date	Topics	Readings
7/21: M	Introduction to Child Development	CH 1
7/22: T	Prenatal Development & the Newborn Period	CH 2*
7/23: W	Theories of Cognitive Development	CH 4*
7/24: R	Biology & Behavior	CH 3*
7/28: M	Seeing, Thinking, & Doing in Infancy	CH 5*
7/29: T	Development of Language & Symbol Use	CH 7*
7/30: W	Conceptual Development	CH 6*
7/31: R	EXAM 1	None
8/4: M	Intelligence	CH 8 *
8/5: T	Theories of Social Development	CH 9*
8/6: W	Emotional Development	CH 10*
8/7: R	Attachment & the Self	CH 11
8/11: M	The Family & Peer Relationships	CH 12, 13*
8/12: T	Moral Development	CH 14*
8/13: W	Gender Development	CH 15*
8/14: R	EXAM 2	None

Note: Readings should be completed PRIOR to coming to class. So, you should read CH 1 before coming to class on 7/21, and you should read CH 2 before coming to class on 7/22, and so on. **Check BB for any updates about topics and/or assigned readings!**

*** = Reading Response due by 10am** (check BB for Idea of the Day)

For example, reading response about CH 2 is due by 10:00am on 7/22.

IMPORTANT DATES & DEADLINES FOR THE COURSE

- Friday, July 25: **Proposal Topic + Articles List due by 5pm** (please submit via BB)
- Thursday July 31: **Exam 1** (main focus: Chs. 1-7 + all lectures to date)
- Tuesday, August 5: **Proposal Draft due by 10am**
(please submit via BB AND bring a hard copy to class)
- Thursday, August 7: **Peer Critique due by 10am**
(please submit via BB AND bring a hard copy to class)
- Thursday August 14: **Exam 2** (main focus: Chs. 8-16 + lectures since 8/4)
- Friday, August 15: **Proposal Final Version due by 5pm** (please submit via BB)
- Friday, August 15: **Extra Credit due by 11:59pm** (please submit via BB)