

Child Development

Psychology 376 (CRN 15271)

Fall, 2015
4 Credits
T, Th 2:00pm-3:20pm
101 Living Learning Center South

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GTF: Kathryn Jankowski, MS
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OVERVIEW

This course will provide an introduction into the core issues and scientific methods of studying child development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception through middle childhood, 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 7) the use of research findings to promote children's welfare.

Course Objectives

1. To examine age-related changes in children's physical characteristics, social behaviors, and cognition
2. To explore alternative explanations for these changes
3. To develop skills in reading, evaluating, and synthesizing research in child psychology
4. To apply knowledge regarding child psychology to both formal and informal observations of children

TEXT AND MATERIALS

1. Textbook (*the text book is available for purchase at the bookstore*):

Berk, L.E. & Meyers, A.B. (2016). *Infants and Children: Prenatal Through Middle Childhood* (8th Edition). Boston, MA: Allyn & Bacon

2. Pearson's MyVirtualChild – access code purchased with Berk text package or separately

3. Supplemental readings will be posted on Blackboard.

4. iClicker

Class website: <http://canvas.uoregon.edu>

COURSE REQUIREMENTS

Your grade in this course will be based on the points you earn on three exams, assignments (including the development of your virtual child), and participation/attendance in class activities (primarily via iClicker).

Class participation and attendance: You are expected to attend class. Some topics not found in the reading will be covered in lecture. In addition, there will be some in-class activities in which you will be expected to participate. Furthermore, your contributions to the class are a potentially valuable resource to the other class members. I don't plan on taking attendance regularly, but I may do so periodically (e.g., during small group meetings, discussions, and i>clicker interaction) and absences will count against your participation grade. I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate you telling me in advance. If you must leave class early, please sit in a seat close to a door for an easy, discrete exit.

i>clicker: An **i>clicker** is required for this class. Your **i>clicker** may be used in other courses at the UO simultaneously. You should bring your **i>clicker** with you to class EVERY time we meet. You will need to follow directions on Blackboard under "Announcements" to register your **i>clicker (see additional information below)**. Currently, the UO Bookstore is selling i/Clicker 2. I believe that earlier versions of i>Clicker will still work, but it will be important that you make sure that you are earning points.

Although I will not take attendance in the traditional sense, I will use your responses to i>clicker questions during lecture as a measure of participation, comprehension, AND attendance. Periodically, during class, I will ask questions and you will answer with your i>clicker. If you are in class when the questions are asked, you will get participation/attendance points for answering. Unless otherwise announced, I will use the i>clicker answers to tell me more about overall class understanding. The number of clicker questions per class will vary; your participation/attendance grade will be determined by the percentage of i>clicker questions you complete. (In order to get 100% of participation points, you will not be required to answer 100% of the clicker questions throughout the term; I anticipate that answering about 90% of them will be considered full points. However, points will fall off steeply for attendance that is less than 90%).

I hope to create a class environment in which you will feel comfortable speaking up in class, but I realize that some of you may be intimidated by speaking in a classroom with potentially 120+ students. If you like, please feel free to send your comments over E-mail, or write them down during class and give them to me, or talk with me after class, during office hours, or by appointment.

Course assignments: The assignments for this course are designed to make you an active consumer of the material. They are designed to make you think about the topics of the course, generate new ideas, make new observations in the domain of child development, and to provide you with a forum to express these new thoughts, ideas, and observations in writing and in speech.

Several of the course assignments require writing. If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the **Writing Lab** at the **Teaching and Learning Services (TLC) (72 PLC, phone 6-3226)**. The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm.

All writing assignments are to be typed in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side.

Assignment due dates and tardiness policy:

Due dates are taken seriously and tardiness is penalized. Unless previous arrangements have been made, if an assignment is turned in after the designated date AND time, it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, with an additional 10% penalty. If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON **before** the due date and make alternative arrangements (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time, or arranging to have somebody else turn in your assignment for you,

exceptions may be accommodated but only with legitimate documentation of the excuse. No other exceptions will be made.

Evaluation of Student Performance (a description of each assignment follows):

1) Three Exams (180 points total): Exams are not cumulative in the sense that you will be retested on specific terms and concepts. However, some of the core ideas and principles in the field of child development will repeat themselves throughout the term. You will be responsible for continued comprehension of these important constructs. For example, you will be tested on the bioecological theory in your first exam. In the second and third exams you will be tested on how aspects of the bioecological theory affects later child development. As such, continued comprehension of this theory is necessary throughout the course.

2) Assignments

a) MyVirtualChild Online Assignments (120 points total): As part of the textbook package (or purchased separately), students will receive a code to create an account to access the *MyVirtualChild* (MVC) program. Details regarding the process and assignments for raising a virtual child will be provided in a separate document on Blackboard. Note that the MVC assignments are due on Fridays by 4:00 PM.

b) Observation Projects (70 points total): Students will develop skills in observing children, applying academic material to everyday behavior, and writing an observation report through completion of systematic observations of aspects of children's environments. There are a number of choices to choose from for the assignments. Deadlines for several steps of the project are indicated on the syllabus. A typed write up of your observations (5-7 pages) in a specified format will meet the requirement for this assignment. **Assignment dates:**

October 29: Choose topic and site (Agreement from site necessary) (5 points)

November 19: Outline of observation paper with notes from observation (10 points)

December 3: Final observation paper due (55 points)

c) Course Readings: Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned.

POINTS, PERCENTAGE & GRADING

Assignment	Points for Each	How Many	Total Points	% of Grade
Exams	60	3	180	45%
Observation Projects	70	1	70	18%
<i>MyVirtualChild</i> Essays	15	8	120	30%
Attendance & Participation			30	7%
TOTAL			400	100%

Final Grades:

A total of 400 points is possible for the course and the percentage of the total points obtained will be used to determine your grade according to the following:

94-100% = A
90-93% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+

74-76% = C
70-73% = C-
67-69% = D+
64-66% = D
60-63% = D-
Below 60% = F

COURSE SCHEDULE: Topics, readings & assignment dates (*the schedule listed here will be adhered to as closely as possible, but is subject to change. Should changes occur, you will be notified*).

Week 1: Child Development: Introduction, course overview, theory/history/methods

T 9/29 Introduction to Child Development Reading: none
Visit from Cody Caudill, Pearson Publisher Representative to discuss MVC

Th 10/1 Research Strategies Reading: Ch 1.
Supplemental Reading 1

Week 2: Current Theories of Child Development and Genetic Foundations

T 10/6 Biology and Environment Reading: Ch 2, pgs. 67-89;
Supplemental Reading: 2

Th 10/8 Genetic Foundations: Reading: Ch 2, pgs. 51-67
Guest Lecture: Shelly Bosworth, MS, CGC; Board Certified Genetic Counselor

Week 3: Prenatal Development, Teratogens and Birth of the Newborn

T 10/13 Prenatal Development and Teratogens Reading: Ch 3

Th 10/15 Birth & the New Born Reading: Ch 4

Week 4: Physical Development in Infancy and Toddlerhood

T 10/20 EXAM 1: CHAPTERS 1, 2, 3, 4 (covers material from readings, lectures, assignments & video)

Th 10/22 Brain, Body, Motor & Perception Development Reading: Ch 5
Guest Lecture: Jimena Santillan, MS, UO Psychology Graduate Student

F 10/23 *MyVirtualChild* Essay Answers for 8 months Assignment: MVC 8 mos

Week 5: Cognitive Development in Infancy and Toddlerhood

T 10/27 Language Development Reading: Ch 6, pgs. 231-243
Guest Lecture: Dare Baldwin, Ph.D., UO Developmental Faculty Member

Th 10/29 Cognitive Development Reading: Ch 6, pgs. 200-230
Supplemental Reading: 3
Assignment: Choose Observation topic & Site

Week 6: Emotional and Social Development in Infancy and Toddlerhood

T 11/3 Emotional Development Reading: Ch 7, pgs. 244-261

Th 11/5 Attachment Reading: Ch 7, pgs. 261-283

F 11/6 *MyVirtualChild* Essay Answers for 19 months Assignment: MVC 19 mos

Week 7: Attachment Continued & Cognitive Development in Early Childhood

T 11/10 Attachment II Supplemental Readings: 4 & 5

Th 11/12 Cognitive Development in Early Childhood Reading: Ch 8, pgs. 284-298, Ch 9, pgs. 310-347

F 11/13 *MyVirtualChild* Essay Answers for 2 and 3 years Assignment: MVC 2 & 3 yrs

Week 8: Emotional and Social Development in Early Childhood

T 11/17 EXAM 2: CHAPTERS 5, 6, 7, 8, 9 (material from readings, lectures, assignments & video)

Th 11/19 Parenting Influences

Reading: Ch 10, pgs. 357-365, 372-378, 392-401

Assignment: Observation Paper Outline & Notes

Week 9: Middle Childhood

T 11/24 Parenting, Problems in Parenting and Self Development

Reading: Ch. 12, pgs. 429-442, Ch. 13, pgs. 473-487, Ch. 11, pgs. 405-414 (review Ch. 7, pgs. 275-280)

W 11/25 *MyVirtualChild* Essay Answers for 4 and 6 years

Assignment: MVC 4 & 6 yrs

Th 11/26 THANKSGIVING VACATION

Week 10: Conclusions

T 12/1 Peers, Friendship & Aggression

Reading: Ch. 10, pgs. 365-372, 378-384, Ch. 13, pgs. 487-493
Supplemental Reading: 6

Th 12/3 Family Influences

Reading: Ch. 13, pgs. 496-517
Supplemental Reading: 7
Assignment: Observation Paper Due

F 12/4 *MyVirtualChild* Essay Answers for 8 and 10 years

Assignment: MVC 8 & 10 yrs

Final Exam Week: Exam 3 (CHAPTERS 10, 11, 12, 13; material from readings, lectures, assignments & video)

T 12/8 Time: 12:30 PM (Absolutely NO Exceptions) Location: LLC 101S

THREE IMPORTANT ADDITIONAL NOTES:

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>

Ø 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. 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>

3. 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]