



## **PSY 376: Child Development (Spring 2015)**

**CRN 15350**

Tues-Thurs 8:30-9:50 am

Pacific 16

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

*Office hours:* LISB 118, Weds 10 am-Noon or by appt.

*Course blog:* [blogs.uoregon.edu/childdevelopment](http://blogs.uoregon.edu/childdevelopment)

### **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.
- 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 tend to 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 12 of which will count towards your grade. Since four 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 provided on the class blog ([blogs.uoregon.edu/childdevelopment](http://blogs.uoregon.edu/childdevelopment)) and 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 and to critically evaluate the research that has been performed in that domain (project 1), as well as to be able to communicate what you have learned to other scientists or non-scientists who may benefit from this information (project 2).

*Project #1.* You will choose a specific content area to focus on from a list of topics provided on the course blog and email your top three preferences to [giuliano@uoregon.edu](mailto:giuliano@uoregon.edu) by April 9th. Once group assignments have been confirmed by your instructor, you will choose one article from your group's provided reading list and critically evaluate this article in a short paper (~2 pages). All students will submit their posts to their group's section of the class blog by the due date, April 28<sup>th</sup>. Within one week, all students will then comment on each blog post within their focus group (maximum of 4 comments per student), following the instructions provided on the class blog. Thus, your project 1 grade will be determined by the quality of your blog post (75%) and the quality of the feedback in your comments on blog posts within your group (25%).

*Project #2.* With the same group members as project 1, 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. Individuals choosing to work alone will have the option to do so (please contact me if this is the case). All groups will have the option to present their 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 start of week 10 (6/2).

## 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	3/30	Introduction & Methods	Ch. 1	
	4/2	Nature & Nurture	Ch. 3 (83-101)	
2	4/7	Prenatal Development	Ch. 2	
	4/9	Brain & Physical Development	Ch. 3 (102-125)	Votes for focus area
3	4/14	Cognitive Development	Ch. 4 (128-142)	
	4/16	Cognitive Development	Ch. 4 (143-171)	
4	4/21	<b>Exam 1</b>		
	4/23	Infant Learning & Development	Ch. 5	
5	4/28	Language Development	Ch. 6	<b>Project 1 Blog Post</b>
	4/30	Conceptual Dev. & Intelligence	Ch. 7 & Ch. 8	
6	5/5	Social Development	Ch. 9	<b>Project 1 Comments</b>
	5/7	Emotional Development	Ch. 10	<i>*last day to withdraw</i>
7	5/12	Attachment & Development of Self	Ch. 11 (424-435)	
	5/14	<b>Exam 2</b>		
8	5/19	Development of the Self	Ch. 11 (435-end)	
	5/21	Physio: Socioemotional/Cog. Dev.	Beauchaine (2001)	
9	5/26	Physio continued		
	5/28	Peer Relationships & Moral Dev.	Ch. 13-14	
10	6/2	Interventions	Neville (2013)	<b>Project 2 Infographic</b>
	6/4	Class Presentations		
11	6/9	<b>Exam 3, Tues. @ 8:00am</b>		

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