

PSYCHOLOGY 376
CHILD DEVELOPMENT – SPRING 2016

Dr. Jennifer Pfeifer, Associate Professor
334 LISB
jpfeifer@uoregon.edu
Office Hours: Monday 10:30am-12:30pm or by appointment

Liz Ivie, Graduate Teaching Fellow
470 Straub
eivie@uoregon.edu
Office Hours: Tuesday 12:00pm-2:00pm or by appointment

Katie Jankowski, Graduate Teaching Fellow
118 LISB
kathrynj@uoregon.edu
Office Hours: by appointment

Lecture Place and Time:
101 Living Learning Center South, Monday/Wednesday 2:00pm-3:20pm

Course Description:
This course provides an introductory overview to the theories, methods, and phenomena that compose the study of child development. We will cover many aspects of biological, cognitive, linguistic, and social/emotional development. The approach to these topics is scientific, with an emphasis on recent research findings.

Course Technology:
You must have an email address and be registered for this course in order to log on to Canvas and complete the weekly quizzes. If you do not have an email address, go to the Information Technology Center (ITC) on the second floor in the Knight Library. ITC will also help you if you are having difficulty with Canvas. If you are emailing us about the course, please include the words “Child Dev” or “Psych 376” in the subject line, to help ensure we get your email.

Textbook:
Cole, M., Cole, S., & Lightfoot, C. *The development of children* (7th Ed.) New York, NY: Worth Publishers. One copy will be on reserve in Knight Library.

Lectures and Readings:
Although the lectures are generally coordinated with the readings throughout, they frequently will be independent of each other. Some of the material will be covered in both readings and lecture, but much of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time. I view class time as best spent on topics that are especially interesting or confusing. Nevertheless, you are responsible for information from all assigned reading

as well as all lectures – both will be included in the quizzes/final exam. Students will need to attend lectures and spend a substantial amount of time outside of class (reading and studying) to do well in this course.

Classroom Behavior:

Please be respectful of me, and your fellow students. Don't be disruptive in the way you use technology (computers/cell phones/etc.), or by old-fashioned talking to other students nearby. Research shows that divided attention reduces learning. It is also really distracting to me, and your classmates – so if I observe you being disruptive, I will ask you to stop. Also, this is a large class and there is a lot of material to cover each time we meet, so please be on time. If there are any important announcements, we will cover them at the beginning of each lecture (and copy them to Canvas). If you miss announcements in class and on Canvas, you will be held responsible.

For students who are parents: since this is a child development class, you are sure to have many relevant experiences, and many of the topics we discuss will have special meaning for you. Before sharing in class about your child, please consider carefully whether your comment or question is relevant and enriches our class discussion. It is natural to want to share about your child, but if you do so repeatedly and are rarely on-topic, it can disrupt the lecture and frustrate other students.

For students who are not yet parents: try to be patient with the parents in class.

Major Course Requirements:

Your grade will be determined by your performance on:

- i) weekly, open-book quizzes (administered via Canvas),
- ii) a cumulative, closed-book final exam,
- iii) a short, critical essay about a hot topic in development.

i) WEEKLY OPEN-BOOK QUIZZES:

The weekly quizzes are designed to help you pace yourself during the quarter and more effectively learn the assigned material. Quizzes will be administered via Canvas. Every week between 5:00pm on Thursday and 5:00pm on Saturday, you will be able to access that week's quiz, under "Course Documents." The quiz will sample from material covered in lectures and readings during the previous week of class. **There will be one quiz each week (10 total) – including week 1 – but your lowest 2 scores will be dropped, so NO make-up quizzes will be administered.**

Quizzes will typically be 10-15 questions long (multiple-choice, worth 2-3 points each). Once the quiz starts you will have 60 minutes before time is up. You MUST press "submit" when time runs out. If you work on the quiz substantially after time runs out, you will receive a "0" for that quiz. Please note: if you have a documented learning disability it is very important you discuss this with us at the beginning of the quarter, so we can adapt your quizzes to accommodate you.

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. In other

words, they are not “easy” questions. Make sure you read the entire question, and all response options, carefully. The quizzes are moderated by the GTFs. Please email the GTFs if you are having difficulty with any technical aspects (such as your browser crashing during the quiz, so the GTFs can reset it), or with any questions about content (such as whether you are interpreting a question or response option correctly). GTFs will try to answer your question as quickly as possible, but if you are running out of time on the quiz, submit your best guess and we will try to make reasonable accommodations for a different answer afterwards – up until the answers are released on Canvas. After that point, all scores are final. You may want to print out the quiz before you submit it (saving to PDF is a good way to do so), 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, so 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 cumulative final 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, you are just asked not to take the quizzes as a group or share/receive information about the quizzes inappropriately. You may try and take the quiz from memory and use your notes just as a backup, to check and make sure you answered correctly. This will help you learn the material best. 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. If you cheat off someone else, you will probably do pretty poorly on the final, which will be obvious when compared to your stellar quiz scores.

ii) CUMULATIVE CLOSED-BOOK FINAL EXAM:

The final exam date and time has been predetermined by the UO registrar -

Thursday, June 9 from 2:45pm-4:45pm

In addition to being cumulative and closed-book, it will be multiple-choice only.

iii) HOT TOPIC ESSAY:

This written assignment is worth 80 points. **It is due on Monday, May 2nd, 2:00pm – hard copy submitted in class and electronic copy submitted on Canvas.**

Absolutely NO late essays will be accepted. Refer to the specific handout about this assignment for more details. Please take advantage of Academic Learning Services (PLC 68; 346-3226), which offers free workshops and drop-in tutoring for writing.

Academic Honesty in General:

All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or an editor. Written work will be checked electronically for plagiarism using VeriCite; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

Final Grades:

Final grades will be based on the total number of points earned for:

Weekly Quizzes (8 quizzes x 30 points per quiz): 240 points

Final Exam (60 questions x 3 points per question): 180 points

Short Essay: 80 points

If your accumulated percentage of points (out of 500 possible) is:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P

Within each letter grade, a plus may be assigned to scores within roughly the top 2% and a minus may be assigned to scores within roughly the bottom 2%. I may choose to curve grades at the end of the quarter.

Accommodations:

You are strongly encouraged to contact Disability Services (164 Oregon Hall; 346-1155) if you have a non-documented condition that creates difficulty for you as a student.

If one of the following applies to you, please see us ASAP to make adjustments:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- Member of a sports team that travels this quarter
- Non-native speaker of English

With advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

SCHEDULE OF LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: This outline is tentative, and there may be changes during the quarter. These changes will be announced in-class and on Canvas. You will then have to download an updated schedule to access the correct content for the weekly quiz.

- | | |
|---|---|
| 03/28/16 | Course Overview and Introduction to Child Development
CH 1 (pp. 1-19, 21-43) |
| 03/30/16 | Short Essay Instructions and Guest Lecture by Katie Jankowski on Autism |
| 04/4/16 | The First Three Months: Senses, Reflexes, Behavior, Coordination
CH 4 (123-126, 130-144, 150-157) |
| 04/6/16 | Infancy I: Physical and Cognitive Development
CH 5 ((161-164, 168-195) |
| 04/11/16 | Infancy II: Social and Emotional Development
CH 6 (pp. 199-207, 221-229) |
| 04/13/16 | Infancy III: Temperament and Attachment
CH 4 (pp. 148-150), CH 6 (pp. 207-221) |
| 04/18/16 | Piaget
CH 1 (pp. 19-21), CH 4 (pp. 144-148), CH 5 (pp. 177-181), CH 8 (pp. 277-285), CH 11 (pp. 400-409), CH 14 (pp. 530-539) |
| 04/20/16 | Brain Development [and Prenatal Development Ch. 3?]
CH 4 (pp. 126-130), CH 5 (pp. 165-168), CH 8 (p. 276-277),
CH 11 (pp. 398-400), CH 14 (pp. 517-520) |
| 04/25/16 | Language Acquisition I
CH 7 (pp. 235-257) |
| 04/27/16 | Language Acquisition II
CH 7 (pp. 257-267) |
| 05/02/16 | Early Childhood I: Physical and Cognitive Development
CH 8 (pp. 271-276, 285-301) |
| Hot Topic Essays due at 2:00pm – turn in hard copy at the beginning of class, submit electronic copy on Canvas before class – NO late essays accepted! | |
| 05/04/16 | Early Childhood II: Social and Emotional Development
CH 9 (pp. 305-339) |

- 05/09/16 Guest Lecture by Liz Ivie on Developmental Psychopathology
CH 15 (pp. 585-595)
- 05/11/16 Families, Parents, Divorce, and Day Care
CH 10 (pp. 343-369), CH 13 (pp. 496-500), CH 15 (pp. 570-573)
- 05/16/16 Schooling
CH 12 (pp. 429-461)
- 05/18/16 Middle Childhood
CH 11 (pp. 409-425), CH 13 (pp. 465-496, 501)
- 05/23/16 Adolescence: Puberty and Sexuality
CH 14 (pp. 507-517, 520-530)
- 05/25/16 Adolescence: Moral, Social, and Emotional Development
CH 14 (pp. 539-545), CH 15 (pp. 551-570, 573-585, 595-597)
- 05/30/16 NO Class – Memorial Day
- 06/01/16 Contexts: Culture, Media, and Risk/Resilience
CH 2 (pp. 49-57), CH 10 (pp. 369-383)
- 06/09/16 Final Exam from 2:45pm-4:45pm**