

Child Development

Psychology 376 (CRN 15271)

Winter, 2016

4 Credits

M, W 12:00pm-1:20pm

123 Global Scholars Hall

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Office Hrs: Mondays 1:20-3:30, and by appointment
(Please no phone calls or phone messages)

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GTF: Kathryn Jankowski, MS
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Office Hrs: By appointment only

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, LE. & 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; Class ID: 17503

3. Supplemental readings will be posted on Canvas.

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. There is a strong correlation between success on the exams and regular class attendance. 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. Make sure that you register your iClicker for the class via canvas.

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. Throughout the process of raising your child, you will be prompted to complete 8 essay question sets. The questions are designed to be helpful in studying for exams. Details regarding the process and assignments for raising a virtual child are posted on Canvas under the MyVirtualChild module. Note that most 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. Topic choices, observation procedure, writing tips, and observation paper examples are posted on Canvas under the module Observation Paper. **Assignment dates:**
February 5: Choose topic and site (Agreement from site necessary) (5 points)
February 26: Draft of observation paper with notes from observation (10 points)
March 9: 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%
MyVirtualChild 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	74-76% = C
90-93% = A-	70-73% = C-
87-89% = B+	67-69% = D+
84-86% = B	64-66% = D
80-83% = B-	60-63% = D-
77-79% = C+	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

M	1/4	Introduction to Child Development	Reading: none
W	1/6	Research Strategies	Reading: Ch 1. Supplemental Reading 1: Method and Discussion sections

Week 2: Current Theories of Child Development and Genetic Foundations

M **1/11** **Biology and Environment** **Reading:** Ch 2, pgs. 67-89;
Supplemental Reading: 2
Visit from Cody Caudill, Pearson Publisher Representative to discuss MVC

W **1/13** **Genetic Foundations:** **Reading:** Ch 2, pgs. 51-67
Guest Lecture: Shelly Bosworth, MS, CGC; Board Certified Genetic Counselor

Week 3: Prenatal Development and Teratogens

M **1/18** **Martin Luther King Day – No Class Meeting**

W **1/20** **Prenatal Development and Teratogens** **Reading:** Ch 3

F **1/22** ***MyVirtualChild* Essay Answers for 8 months** **Assignment:** MVC 8 mos

Week 4: Birth of the Newborn

M **1/25** **Birth & the New Born** **Reading:** Ch 4

W **1/27** **EXAM 1: CHAPTERS 1, 2, 3, 4 (covers material from readings, lectures, assignments & video)**

Week 5: Physical and Cognitive Development in Infancy and Toddlerhood

M **2/1** **Brain, Body, Motor & Perception Development** **Reading:** Ch 5
Guest Lecture: Jimena Santillan, MS, UO Psychology Graduate Student

W **2/3** **Cognitive Development** **Reading:** Ch 6, pgs. 200-230
Supplemental Reading: 3

F **2/5** **Assignment:** Choose Observation topic & Schedule Site

Week 6: Emotional and Social Development in Infancy and Toddlerhood

M **2/8** **Language Development** **Reading:** Ch 6, pgs. 231-243
Guest Lecture: Dare Baldwin, Ph.D., UO Developmental Faculty Member

W **2/10** **Emotional Development** **Reading:** Ch 7, pgs. 244-261

F **2/12** ***MyVirtualChild* Essay Answers for 19 months** **Assignment:** MVC 19 mos

Week 7: Attachment Continued & Cognitive Development in Early Childhood

M **2/15** **Attachment** **Reading:** Ch 7, pgs. 261-283

W **2/17** **Attachment continued** **Supplemental Readings:** 4 & 5

F **2/19** ***MyVirtualChild* Essay Answers for 2 and 3 years** **Assignment:** MVC 2 & 3 yrs

Week 8: Emotional and Social Development in Early Childhood

M **2/22** **EXAM 2: CHAPTERS 5, 6, 7 (covers material from readings, lectures, assignments & video)**

W **2/24** **Cognitive Development in Early Childhood** **Reading:** Ch 8, pgs. 284-298, Ch 9, pgs. 310-347

F **2/26** ***Observation Paper Draft Due*** **Assignment:** Observation Paper Draft

Week 9: Middle Childhood

M **2/29** **Parenting Influences** **Reading:** Ch 10, pgs. 357-365, 372-378, 392-401

W	3/2	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)
F	3/4	<i>MyVirtualChild</i> Essay Answers for 4 and 6 years	Assignment: MVC 4 & 6 yrs

Week 10: Conclusions

M	3/7	Peers, Friendship & Aggression	Reading: Ch. 10, pgs. 365-372, 378-384, Ch. 13, pgs. 487-493 Supplemental Reading: 6
W	3/9	Family Influences	Reading: Ch. 13, pgs. 496-517 Supplemental Reading: 7 Assignment: Observation Paper Due
F	3/11	<i>MyVirtualChild</i> Essay Answers for 8 and 10 years	Assignment: MVC 8 & 10 yrs

Final Exam Week: Exam 3 (CHAPTERS parts of 8, 9, 10, 11, 12, 13 indicated above; material from readings, lectures, assignments & video)

F	3/18	Time: 10:15 AM	(Absolutely NO Exceptions)	Location: 123 Global Scholars Hall
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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]