

PSYCHOLOGY 220: CHILD DEVELOPMENT

Course Syllabus

Fall 2011

Purpose of this course, in 19 words or less: Help students understand basic theories and concepts of children's development, and build information literacy, while improving public-speaking abilities.

Instructor: Dr. David A. Smith

Office: 149 Morey Hall. To get there from Flagg Hall, exit Flagg Hall via the North exit. Cross through the breezeway into Morey Hall. My office is the first door on your left-hand side, at the top of the wheelchair ramp in Morey Hall.

Phone: 267-2018

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Office Hours: By appointment.

Required Text:

Santrock, J. (2011). *Child Development* (13th Ed.). USA: Wm. C. Brown Publishers. This textbook is organized topically. There is also a variety of on-line resources available through the following Web link: www.mhhe.com/santrockcd13e.

A note for students with disabilities:

If you are disabled, please either see me or contact Ms. Sharon House (Sisson Hall Rm. 111; phone 267-3267; e-mail houseese@potsgdam.edu) regarding getting set up with accommodative services.

Course Objectives:

Through this course, the psychological aspects of growth and development, from the prenatal period through middle childhood, will be covered extensively. Coverage will include a review of pertinent theories and research studies, an introduction to research methods used in developmental psychology, and an examination of such topics as physical, cognitive, social, emotional, and moral development. Several common themes, or threads, linking different areas of child development, will be interwoven throughout the course.

Course Format

On most class days, we'll cover specific content areas from both the notes and the textbook. On several Fridays, we will have in-class student presentations based upon material taken from the textbook.

Please note two items. First, at all times, I expect that you will have lots of questions. In that regard, you **must** take responsibility for your own education. That includes asking any questions you may have about the notes and especially about the textbook. **There is a large amount of information in the textbook that I simply will not have time to cover in class**, so unless you let me know right away that you have questions pertaining to some of that information, I will have no way of knowing. I will be taking substantial material for test questions directly from the textbook, so it is imperative that you inform me if you do not fully understand any information contained in the textbook. To assist in that process, I have set aside time, during class, to discuss any questions you may have from each assigned chapter of readings, as we move through the semester.

Second, I encourage you to make an appointment to meet with me at any time if you would like to do so.

A note regarding plagiarism or cheating: Plagiarism or cheating will result in the offending person receiving a grade of 0.0 for this course.

Grading Policy:

There will be four tests (three during the regular semester and one during Finals Week), each of which will cover approximately one fourth of the course material. While tests will not be designed to be cumulatively comprehensive, in a way information learned throughout the course will assume your working knowledge of previously-studied material. Tests will be worth 60 raw-score points each and will contain multiple-choice questions. Material for each test will be taken from lecture notes, student in-class presentations, and the textbook. Daily suggestions, concerning what students can study, can be found to the right of each listed day (below).

Also, each student will be responsible for giving an in-class presentation as described below. In-class presentations are worth 30 points (i.e., $\frac{1}{2}$ of a test grade) each.

Finally, I will be making an end-of-semester assessment of each student's in-class attendance and participation, as described below. My assessment of your in-class participation will take into account the degree to which you made contributions, via discussion, to the class's proceedings. Attendance and participation together are worth 30 points (i.e., $\frac{1}{2}$ of a test grade).

Based upon a total of 300 points (240 for tests + 30 for in-class presentations + 30 for attendance and in-class participation), the following scale will serve as a guide for assignment of final course grades:

Percentage Range (Raw Score Points Earned)	Final Grade
90-100 (270-300)	4.0
87-89 (261-269)	3.7
83-86 (249-260)	3.3
80-82 (240-248)	3.0
77-79 (231-239)	2.7
73-76 (219-230)	2.3
70-72 (210-218)	2.0
67-69 (201-209)	1.7
63-66 (189-200)	1.3
60-62 (180-188)	1.0
below 60 (below 180)	0.0

In-class presentation (30 points):

Through in-class presentations, students will essentially teach the rest of the class a section of content that is covered in the Santrock (2011) textbook. The amount of textbook material covered by each presentation will be equivalent to one of the light-green-highlighted topic areas (printed with blue ink) that occur within each chapter (e.g., for Chapter 4, bottom of p. 113, "The Brain," or middle of p. 120, "Sleep"). There may be test questions involving presented material, so it is important for presenters to take seriously the responsibility to learn their material thoroughly and present it well. Students will pair up and work jointly in preparing and delivering their presentations. Since you must pair up with another student, find someone who is as serious as you are about doing an excellent job on the in-class presentation, and who has similar topic interests.

Working initially from information and references to be found in the Santrock (2011) textbook, students should conduct a literature-review project whose purpose is to discover **either** more-recent research results in, **or** enriching information related to, a topic area that is covered in one of the Santrock (2011) textbook chapters. Each student should read a minimum of four to six journal articles or other "refereed" not-for-profit references for possible incorporation into the in-class presentation. Also, if it makes sense for your topic, consider using at least some current-events sources, including a reputable newspaper or news magazine, *but specifically excluding dot-com Internet sources*, other than reputable news sources such as nytimes.com or cnn.com. As a possible supplement to your research, consider interviewing someone who is a professional in a child-development-related area if you want to do so. In other words, the world of edited knowledge (the word "edited" was chosen because not all sources of knowledge are equally credible) is available to you for this presentation.

Research will culminate in an in-class presentation of seven to 10 minutes in length (essentially taking

half of one class day, when subsequent question-and-discussion and critique time is factored in. **If the presenters use PowerPoint slides and have an outline and a references list contained in their slides, they do not have to provide printed copies of their outline or references list. However, if the presenters do NOT use PowerPoint, then copies of both the speech outline and the references list must be provided for each person in the class.** A bibliography, which is defined as being a list of suggested readings, is optional. If a handout is created, it must be prepared in accordance with one of the major stylistic standards (e.g., APA, MLA, Chicago). Feel free to include other materials in your handout (if you provide a handout—that is, if you do not use PowerPoint) as you deem appropriate.

Each speech will be judged according to the following six criteria: clarity of purpose, substantive accuracy, overall clarity and style of presentation, use of lecturing aids, handling of questions, and use of time. I encourage you to create and use PowerPoint slides as a lecturing aid. **Please note:** At the close of each speech, the class must be given the opportunity to ask questions of the presenters. Time spent answering questions and discussing each presentation does not count against the above-mentioned time limits. In fact, I fully expect and hope that we will devote substantial time to discussing each presentation.

Be sure to cite verbally the references that you use, in the context of your speech, each time you refer to one of your resources. Why? That way, people in your audience who may be interested in extending your research on their own will have the ability to do so.

Regarding attendance (30 points):

I have always believed that attendance at all class functions is critical to any student's education. So I will note students' attendance over the course of the semester. And I will form an evaluation of each student's total number of points earned in this area at the end of the semester. The attendance-and-discussion component of your grade will be based upon the consistency of your attendance and the consistency and quality of your contributions to in-class discussion. The ideal standard is that you will be in class, on time, and participating, every day.

The two criteria of attendance and discussion are related, because obviously one cannot contribute to discussion in class if one is not actually in class. Both the quality (value) and quantity (frequency) of your contributions to discussion are important. Why? We all need frequent repetitions in order to develop the skills involved in thinking on our feet—just as, for example, repetitive practice can help a basketball player improve free-throw accuracy. But what and how one practices are just as important as how often one practices. I recommend that you be at class several minutes early on the day when you are scheduled for an in-class presentation. I will expect that any student who has to miss a class will inform me of that fact. Absences may be excused in accordance with policies outlined in the SUNY Potsdam Undergraduate Catalog.

An *unexcused* absence means that you may not be permitted to earn extra-credit points. Extra-credit points can potentially come in two forms: (1) the built-in 15 extra-credit questions (worth one raw-score point apiece) which will appear at the end of Test 4; or (2) volunteering to serve as a human subject for psychological research (if any volunteerism opportunities arise—which does not happen every semester).

Having someone arrive late to class is disruptive to the educational process. For that reason, I ask you please to be in the classroom precisely on time. Similarly, having someone walk out of the classroom before the class has ended is disruptive. Therefore, please do not leave class early unless there is an emergency, or unless you have notified me in advance that you need to leave early. If you notify me that you have to leave early, I will ask you please to sit near the door.

The course outline follows.

Week 1 (week of Monday 8/29/11)

- Mon Attendance, discussion of syllabus – **Read Chapter 1**
- Wed Lectures 1 & 2: Key question, theoretical perspectives, and techniques of developmental psychology; ‘developmental psychology,’ cohort effects, and longitudinal/cross-sectional; discussion of what “stages” means – **Read Chapter 1**
- Fri Lectures 1 & 2 (continued); discuss any Chapter 1 questions – **Read Chapter 2**

Week 2 (week of Monday 9/05/11)

- Mon Discussion of in-class presentation assignments; discuss any Chapter 2 questions
- Wed Meet with Ms. Carol Franck in the Crumb Library– **Read Chapter 2**
- Fri Meet with Ms. Carol Franck in the Crumb Library.

Week 3 (week of Monday 9/12/11)

- Mon Lectures 3 & 4/Ch. 2: Nature/nurture issues; intelligence as a phenotype; chromosomes/mitosis/replication/template/autosomes/recessive/dominant – **Review Chapter 1**
- Wed Lectures 5 & 6/Review Ch. 1: The environment; plusses and minuses of experimental observation versus experimental intervention – **Read Chapter 3**
- Fri Lectures 7 & 8/Ch. 3: Prenatal development; germinal, embryonic, and fetal states; cephalocaudal and proximodistal development – **Read Chapter 3**

Week 4 (week of Monday 9/19/11)

- Mon Wrap up Lectures 7 & 8/Ch. 3; discuss any Chapter 3 questions; review in class for Test 1 – **Study for Test 1**
- Wed In class: Lectures 9 & 10/Ch. 4: Infancy (Apgar Scale, immunities and reflexes, McCall’s “Scoop” model; infant memory (habituation) and perception (comparison) Out of class (60-minute time limit, anytime between 12:05 a.m. and 11:55 p.m.): **Test 1** (covering chapters 1, 2, & 3, and lectures 1 – 8) – **Read Chapter 4**
- Fri *In-class presentation Day #1 on Chapter 4 [Presentations #1 and #2]* – **Read Chapter 4**

Week 5 (week of Monday 9/26/11)

- Mon Go over Test 1; Lectures 9 & 10/Ch. 4: Infancy (continued) – **Read Chapter 4**
- Wed Lectures 11 & 12/Ch. 14: Attachment; Bowlby’s theory of attachment; Ainsworth’s “Strange Situation” and results, including introduction to ‘scatterplots’ and their use – **Read Chapter 14**
- Fri *In-class presentation Day #2 on Chapter 14 [Presentations #3 and #4]* – **Read Chapter 14**

Week 6 (week of Monday 10/03/11)

Mon Lectures 13 & 14/Ch. 5: Physical development and related issues; ‘ossification’ and ‘epiphyses,’ age Δ s for girls vs. boys; the notion that humans approach the world in a way that is not bi-laterally symmetrical; **discuss any Chapter 4 or Chapter 14 questions** – **Read Chapter 5**

Wed Lectures 13 & 14/Ch. 5 (cont’d.) – **Read Chapter 5**

Fri *In-class presentation Day #3 on Chapter 5 [Presentations #5 and #6]* – **Read Chapter 10**

Week 7 (week of Monday 10/10/11)

Mon [No class: Fall Recess]

Wed Lectures 15 & 16/Ch. 10: Emotions & the social origins of emotional behavior; characteristics of emotions; visceral connection; clusters of emotions, innate emotions [cross-cultural tests, evolutionary antecedents, observations of newborns and blind babies; learned emotions [requiring elements of cognition or personal experience]]; ‘social referencing’ – **Read Chapter 10**

Fri *In-class presentation Day #4 on Chapter 10 [Presentations #7 and #8]* – **Read Chapter 10**

Week 8 (week of Monday 10/17/11)

Mon Lec. 15 & 16/Ch. 10 (cont’d.); **discuss any Chapter 5 or Chapter 10 questions** – **Study for Test 2**

Wed Introduce Lectures 17 & 18/Ch. 6: Piaget’s cognitive-structural theory; Piaget’s theory involves both nature and nurture; the child is active in the environment; ‘schemes,’ ‘circular reaction,’ primary then secondary then tertiary; ‘assimilation’ and ‘accommodation’ = ‘adaptation,’ organization; definition of ‘operation,’ pre-, concrete, and formal operational); egocentrism – Review in class for Test 2 – **Study for Test 2**

Fri *In class: In-class presentation Day #5 on Chapter 6 [Presentations #9 and #10]*

Week 9 (week of Monday 10/24/11)

Mon In class: Lectures 17 & 18/Ch. 6 (cont’d.). Out of class (60-minute time limit, anytime between 12:05 a.m. and 11:55 p.m.): **Test 2** (covering chapters 4, 14, 5, & 10, and lec. 9 – 16) – **Read Chapter 6**

Wed Go over Test 2; Lectures 17 & 18/Ch. 6 (cont’d.); **discuss any Chapter 6 questions** – **Read Chapter 6**

Fri Lectures 17 & 18/ Ch. 6 (cont’d.) – **Read Chapter 7**

Week 10 (week of Monday 10/31/11)

Mon Lectures 19 & 20/Ch. 7: Learning theory, memory, perception; *classical conditioning*, S-R direction, and elicited behavior; *operant conditioning*, consideration of type-of-stimulus/what’s-done-with-the-stimulus/primary-secondary types of reinforcement, R-S direction, schedule of reinforcement, spontaneous behavior, stimulus salience/valence/usefulness, stimulus generalization, learning curve; within learning theory the organism is passive; recall vs. recognition memory; cognitive strategies for memory– **Read Chapter 7**

Wed Lectures 19 & 20/Ch. 7 (cont'd.) – **Read Chapter 7**

Fri *In-class presentation Day #6 on Chapter 7 [Presentations #11 and #12]* – **Read Chapter 9**

Week 11 (week of Monday 11/07/11)

Mon Finish Lectures 19 & 20/Ch 7; **discuss any Chapter 7 questions**; begin Lec. 21 & 22/Ch. 9: Language development; Skinner's operant-conditioning theory of language; Chomsky's 'transformational grammar' theory, Language Acquisition Device, Language Acquisition Support System, surface & deep structure; Maratsos' non-transformational grammar, WYSIWYG/WYHIWYG, evidence against transformational grammar; stages in language development from holophrases [infancy] to telegraphic speech [infancy/toddlerhood] to sentences [toddlerhood and beyond] to full understanding of nuances [e.g., sarcasm and other 'pragmatic' linguistic devices] – **Read Chapter 9**

Wed Lectures 21 & 22/Ch. 9 (cont'd.) – **Read Chapter 9**

Fri Lectures 21 & 22/Ch. 9 (cont'd.); **discuss any Chapter 9 questions** – **Read Chapter 8**

Week 12 (week of Monday 11/14/11)

Mon Lectures 23 & 24/Ch. 8: Intelligence and IQ tests; definition of 'intelligence'; Binet & Simon, 1905—uses of the first objective intelligence test; Stern, 1912: $IQ = (MA/CA) \times 100$; Wechsler and the WISC-R; 'aptitude' vs. 'achievement,' types of 'validity' (including construct, concurrent, criterion, predictive), types of 'reliability' (including test-retest and alternate forms), 'fluid' vs. 'crystallized' intelligence; the difference between 'convergent' and 'divergent' thinking – **Read Chapter 8**

Wed Lectures 23 & 24/Ch. 8 (cont'd.) – **Read Chapter 8; study for Test 3**

Fri Finish Lectures 23 & 24/Ch. 8; **discuss any Chapter 8 questions**; review in class for Test 3 – **Study for Test 3**

Week 13 (week of Monday 11/21/11)

Mon Lectures 25 & 26/Ch. 13; discussion of various theorists' ideas regarding the inherent nature of humans and how moral development occurs; basic principles of Piaget's and Kohlberg's cognitive-structural approaches to moral development, external and internal morality, heteronomous and autonomous thinking, the notion of imminent justice; Sears' social-learning and social-cognitive theory of moral development (the child is born amoral and behaves in a manner consistent with however the child sees others behave); Freud's model (the child is born immoral and develops morality only through identifying with the same-sex parent) – **Study for Test 3; Read Chapter 13**

Wed [No class: Thanksgiving Break]

Fri [No class: Thanksgiving Break]

Week 14 (week of Monday 11/28/11)

Mon Lectures 25 & 26/Ch. 13 (cont'd.) – **Read Chapter 15**

Wed In class: Lectures 25 & 26/Ch. 13 (cont'd.). Out of class (60-minute time limit, anytime between 12:05 a.m. and 11:55 p.m.): **Test 3** (covering chapters 6, 7, 9, and 8, and lectures 17 – 24) –

Read Chapter 13; note that Chapters 16 & 17 will be on Test 4 for extra credit

Fri *In-class presentation Day #7 on Chapter 13 [Presentations #13 and #14] – **Read Chapter 15***

Week 15 (week of Monday 12/05/11)

Mon Go over Test 3; Lec. 27 & 28/Ch. 11: Children's relations with friends; sex differences in play activities during early-through-late childhood [when children typically prefer to play with same-sex friends; Dunphy's model of adolescent social engagement; Lec. 29 & 30/Ch. 12: Personality: 'Personality' is an umbrella characteristic composed of many 'constructs,' including cognitive style, creativity, academic achievement, sociability, mental disorders; **discuss any Chapter 13 or Chapter 15 questions** – **Read Chapters 15 and 11**

Wed – **Read Chapters 11 and 12**

Fri Finish Lectures 29 & 30/Ch. 13; **discuss any Chapter 11 or Chapter 12 questions**; review in class for Test 4 – **Read Chapter 12**

Finals Week (week of Monday 12/12/11):

In class: Overflow in-class presentations. Out of class: On Thursday 12/15/11 (90-minute time limit, anytime between 12:05 a.m. and 11:55 p.m.) take **Test 4** (covering lectures 25 – 30, chapters 13, 15, 11, & 12 for regular credit, and chapters 16 & 17 for extra credit)

For the 9:00 – 9:50 a.m. MWF class, the appointed time slot is: Tuesday 12/13/11 from 8:00 a.m. – 10:00 a.m.
For the 10:00 – 10:50 a.m. MWF class, the appointed time slot is: Friday 12/16/11 from 10:15 a.m. – 12:15 p.m.

[Please note: As you can see, Chapters 16 and 17 are not part of the regular textbook readings assigned above. If you would like to read Chapters 16 and 17 *for Test Four*, questions from that chapter will appear on Test Four *for extra credit*. (For exceptions, please see the note regarding the connection between class attendance and extra-credit opportunities, above.) So Chapters 16 and 17 are not required. But you can earn up to 15 extra-credit (raw score) points, **which is equal to 5.00% of your final course grade (½ of a "letter grade")**, for the questions on Test Four from Chapters 16 and 17.]

I have one final comment that may help you to get more out of your Santrock (2011) textbook. As you prepare to read each chapter, consider beginning by reading the section, titled "Reach Your Learning Goals," which is found at the end of each chapter. Then, as you go back and read the entire chapter, you'll be re-introduced to topics and terminology that you then will have seen once before in summary form.