

Child Development
PSYC 460, LEC-001 17787
UW – Madison, Fall 2022

Social Sciences 6210, TuTh 9:30AM - 10:45AM

Canvas URL: <https://canvas.wisc.edu/courses/320033>

Credits: 3 credits | Level: Intermediate | Breadth: Social Science

L&S credit type: Counts as LAS credit (L&S)

Instructor

Dr. Lilia Rissman

Office: Brogden 394

lrissman@wisc.edu

Office hours: Wednesday 1:15-2:15 PM, virtual only: <https://uwmadison.zoom.us/j/9516830230>

Teaching assistant

Clementine Zimnicki

zimnicki@wisc.edu

Office hours: T, Th 11-12 PM, in-person and virtual:

In-person: Meet on Brogden 5th floor by elevators as the door to the research wing is locked

Zoom: <https://uwmadison.zoom.us/j/7853719819>

Please fill out office hour sign-up sheet if planning on attending:

<https://docs.google.com/spreadsheets/d/1m5esF7qEb3QvFwr6yPXjP3uGJdSA1ua28MfjFIFi5KU/edit#gid=0>

Course description

Child development is the study of how humans grow and change, with particular focus on the periods of infancy and early childhood. The psychology of development is a broad field: areas of study range from physical growth and motor development, to cognition, language, and intelligence, to emotional, social and gender development. We will examine developmental questions using empirical evidence, looking at classic studies as well as recent work in the field. We will pay special attention to the variation in the child's early environment and the effects of that variation.

Prerequisites

PSYCH 202 (or PSYCH 201 or 281 prior to Spring 2017)

Learning objectives

Students will:

1. identify the steps through which children develop (cognitively, socially, linguistically, etc.), recognize how these steps are the result of developmental mechanisms, and identify how stages of growth contribute to the overall process of development
2. apply their knowledge of these developmental areas to address the question of how biology and environment interact to shape development
3. increase their scientific literacy, analyzing original research articles in terms of methodological rigor, validity of interpretation, and relevance to course themes
4. develop their ability to communicate psychological concepts through discussion and writing
5. observe children in naturalistic settings and analyze child behavior in terms of course themes and concepts

Texts

Siegler, R., Saffran, J., Eisenberg, N. & Gershoff, N. (2020). *How Children Develop*, 6th edition. MacMillan.

The E-textbook is accessible through Canvas. Several additional, primary readings will also be assigned. These readings are listed in the References section below and can be accessed through Canvas.

Course Schedule

Week	Date	Topic	Textbook reading due	Assignments due (by 11:59 PM)	Reading due for class discussion
1	Th 9/8	Introduction			
2	T 9/13	Debates & Methods	Chapter 1		
	Th 9/15	Prenatal & Newborn	Chapter 2		
3	T 9/20	Genetics	Chapter 3 pp. 79-96	Observation 1	
	Th 9/22	Brain development	Chapter 3 pp. 96-104		Reynolds 2018 (optional: Benito 2018)
4	T 9/27	Perception & action ZOOM ONLY	Chapter 5 pp. 159-176		

	Th 9/29	Perception & action, cont.	Chapter 5 pp. 176-184		Smith 2021 (optional: Kosakowski 2021)
5	T 10/4	Learning	Chapter 5 pp. 184-192 Chapter 9 pp. 322-325	Observation 2	
		Review session 2:30 PM on zoom			
	Th 10/6	EXAM 1			
6	T 10/11	Theories of cognition	Chapter 4 pp. 118-131		
	Th 10/13	Theories of cognition, cont.	Chapter 4 pp. 131-153		
7	T 10/18	Language	Chapter 6		
	Th 10/20	Language, cont.		Observation 3	
	F 10/21	ANALYSIS PAPER DEADLINE 1 (prompt 1)			
8	T 10/25	Language, cont.			Whang 2022 (optional: Hilton 2022)
	Th 10/27	Conceptual development	Chapter 7 pp. 236-255		
	F 10/28	ANALYSIS PAPER DEADLINE 2 (prompt 1)			
9	T 11/1	Conceptual development, cont.	Chapter 7 pp. 255-271	Observation 4	
	Th 11/3	Language & conceptual development			Rosenwald 2017 (optional: Kahn 2012)
10	T 11/8	Intelligence	Gleitman Chapter 11	Observation 5	
		Review session 2:30 PM on zoom			
	Th 11/10	EXAM 2			
11	T 11/15	Emotional development	Chapter 10 pp. 353-373		
	Th 11/17	Emotional development, cont.	Chapter 10 pp. 373-384	Observation 6	
12	T 11/22	Attachment	Chapter 11 pp. 390-401		

	Th 11/24	NO CLASS: THANKSGIVING			
13	T 11/29	The self	Chapter 11 pp. 401-420	Observation 7	
	Th 12/1	Gender	Chapter 15 pp. 527-538		Barry 2018 (optional: Schutts 2017)
	F 12/2	ANALYSIS PAPER DEADLINE 3 (prompt 2)			
14	T 12/6	Moral development	Chapter 14 pp. 489-516	Observation 8	
	Th 12/8	Family	Chapter 12 pp. 425-443		Jouvenal 2018 (optional: Goshin 2014)
	F 12/9	ANALYSIS PAPER DEADLINE 4 (prompt 2)			
15	T 12/13	Developmental disorders			
		Review session 2:30 PM on zoom			
	Th 12/15	EXAM 3			

Course requirements

In-person meetings will feature a blend of lecture and classroom discussion. Outside of classroom time, you should expect to work 6-10 hours per week on readings, assignments, writing, and exam preparation.

Observations: to give you practical experience observing children and analyzing their behavior, you will watch videos of infants, toddlers, and preschoolers playing at the UW Child Development Lab (CDL), a daycare center on campus. For each observation, you will be given a segment of a video to watch and a prompt question (e.g., “how are these two infants behaving in different ways?”) You will write a short paragraph in response to the prompt (3-5 sentences). Observations will be graded as either Complete or Incomplete. Videos will be available to watch through the CDL’s supplemental Canvas course. Each observation is worth 1% of your final grade. If you are unable to meet the deadline to submit an observation, you may submit it up to 24 hours late for half credit. Extensions (without loss of credit) will only be granted for students receiving flexible deadline accommodations through the McBurney Center.

Exams: Exams will be closed-book and have a multiple-choice question format. Exams will cover material from the textbook, additional newspaper/journal articles, and classroom lectures. Exam 3 will not be cumulative and there will be no activity during the scheduled Final Exam timeslot on 12/17. Exams will be offered in-person as well as online through Canvas. To maintain the academic integrity of the exam, if you are taking the exam online, you must have your webcam on while completing the exam. If you prefer to not have your webcam turned on or if you do not have access to a quiet space to take the exam, you may take the exam on paper in the classroom. Students who prefer a paper exam and who need testing accommodations will be tested through Testing & Evaluation.

Review sessions will be offered before each exam. These sessions will be recorded and uploaded to Canvas. Late/makeup exams will be offered at my discretion.

Analysis paper: Building on the Observation assignments, you will write a 1-1.5 page paper describing and analyzing one of the interactions in the CDL videos, given one of two prompt questions. You may discuss this paper with classmates but you must write your paper on your own. Given the size of this class, we will have staggered deadlines for the Analysis paper. You must sign up for one of the deadlines listed on the course schedule.

Grading breakdown:

Observations: 8%

Exam 1: 20%

Exam 2: 24%

Exam 3: 22%

Analysis paper: 26%

Grades will be assigned based on the percentage of points earned on exams and assignments:

92-100% = A

87 to 91.99% = AB

82 to 86.99 % = B

77 to 81.99% = BC

72 to 76.99% = C

60 to 71.99% = D

< 60% = F

Extra credit:

There will be 6 extra credit opportunities throughout the semester. Each extra credit assignment is worth .5%, so if you complete all 6 extra credit assignments, your final grade will be raised by

3%. Extra credit will be due one week after it is assigned. Late submissions will only be accepted for students receiving flexible deadline accommodations through the McBurney Center.

Classroom and attendance policies

Students are expected to attend class — regular in-person attendance will be essential for meeting the learning objectives of this course. I will not be taking attendance and students are encouraged to use their best judgment about whether they need to miss class due to illness, family obligations, religious observances, or other responsibilities. Slides will be shared before each class but you are unlikely to fully learn the material from looking at the slides alone. If you must miss class, you may ask a classmate to review their lecture notes, post a question on Canvas, or meet with me or Clementine during office hours.

We will set aside a portion of the classroom where laptops may be used. We are discouraging laptop use because the room is quite large and we hope to reduce the potential for distraction. We will be completing a variety of online polls in class, so please bring a mobile device with you that can connect to the internet — get in touch with us if this is not possible. Please use your mobile devices respectfully in class.

Office hours and correspondence

See page 1 for office hours day/times and Zoom links.

If you are unable to attend office hours or feel that you would benefit from an in-person meeting, do not hesitate to email us to set up a time to discuss the course material or your progress in the course. You are welcome to make an appointment without a specific question, or to ask general advice about getting involved in research in psychology.

When you email us, please begin the Subject line with the text “PSYC 460:”. Please include both me and Clementine on your correspondence. Messages will be prioritized based on urgency: we aim to respond to urgent messages rapidly; less urgent messages will be responded to within a few days. We will not respond to email on the weekend. Please do not message us on Canvas.

ETHICS OF BEING A STUDENT IN THE DEPARTMENT OF PSYCHOLOGY

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

COMPLAINTS

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with the individual, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with the instructor, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Anthony Auger, apauger@wisc.edu.

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Department, Professor Allyson Bennett (allyson.j.bennett@wisc.edu) or the Chair of the Psychology Department

Climate & Diversity Committee, Martha Alibali (martha.alibali@wisc.edu). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

Concerns about Sexual Misconduct

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>

If you wish to speak to someone in the Department of Psychology about your concerns, you may contact the Chair or any of the Associate Chairs (<https://psych.wisc.edu/people/staff-2/>). Please note that all of these individuals are Responsible Employees (<https://compliance.wisc.edu/titleix/mandatory-reporting/#responsible-employees>).

ACCOMMODATIONS POLICIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

UW-Madison students who have experienced sexual misconduct (which can include sexual harassment, sexual assault, dating violence and/or stalking) also have the right to request academic accommodations. This right is afforded them under Federal legislation (Title IX). Information about services and resources (including information about how to request accommodations) is available through Survivor Services, a part of University Health Services: <https://www.uhs.wisc.edu/survivor-services/> .

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background,

experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”