

## **Psychology 205: Child Development Spring 2012**

### **Instructor**

Jennifer McGee

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### **Class**

Tues/Thurs 10:00 – 11:40

Office: Humanities 205

Office Hours: Tuesday and Thursday afternoons, by appt only. Skype and IM office hours also available

\* Please do not send email to Learnlink.

### **REQUIRED TEXT**

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### **COURSE DESCRIPTION**

Human development is an amazing process that begins at conception and continues over the life course. This class provides an introduction to the fundamentals of children's physical, cognitive, social, and emotional development, from the prenatal period through adolescence. We will use a scientific framework to guide our study of how children develop. Students are expected to acquire a basic understanding of how factors within the child, family, and broader society shape the process of development, and we will focus in detail on several key issues facing children in our society today. Last of all, it should be fun and interesting!

### **COURSE GOALS**

My goal is for you to be able to develop

- The ability to think critically and analyze key issues in the field
- An understanding of the basic principles, theories, and experimental findings of scientific research in developmental psychology.
- An appreciation of the special methodological challenges of developmental research.
- A consideration of ethical issues associated with research involving children.
- The potential to evaluate others' research critically and constructively.
- The ability to think critically about the existing theories and empirical studies in the field.
- A broad understanding of the field of child development
- The ability to discuss both nature and nurture as they relate to development
- The ability to identify major issues which might predict patterns in adult life

### **Common Courtesy**

Please use common courtesy in all your decisions. I promise to spend my time designing these classes to be helpful, engaging and as entertaining as possible. I realize you might prefer to be doing almost anything else, but this class is designed to give you a basic understanding of many topics you will encounter in your classes later on. So please respect your fellow students, yourself, and me. Likewise, I will treat you, your schedules, and your concerns with respect and common courtesy.

### **Accommodations**

Students who require accommodations for physical and/or learning challenges should present appropriate documentation before the end of the second week of class, and plan to meet with me individually to discuss accommodations. Your accommodations are YOUR responsibility. Failure to set up an alternate test time within 2 weeks of the exam could mean the loss of accommodations.

### Honor code

- Improperly placing students' names on assignments or class exercises, or asking other students to write your name on assignments/exercises to which you did not contribute will also be considered violations of the Emory Honor Code.
- Possession of course exams, lab exercises, or homework assignments that are not yours, or from previous classes, will also be in violation of Emory's Honor Code.
- During exams, looking at other student's exam or discussing exam questions will also be considered violations of the Emory Honor Code.
- Using any source of information (prepared notes, your phone, the internet) that is not given to you by the instructor to complete an exam is a violation of the Emory Honor Code.
- These are only highlights of the university code. Please read the code in its entirety. You will be required to sign a pledge stating that you have read the honor code and that you abide by it in its entirety.

For a copy of Emory University's Honor Code:

[http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html)

### Attendance

- Attendance is NOT required. However, there will be graded group assignments and opportunities to earn extra credit during class. I will take roll for administrative purposes and quantitative analysis.
- You are expected to be present for both exams. If you are sick and think what you have is contagious and therefore, you cannot attend the scheduled exam you must email me prior to the exam AND have a doctor's note that is dated for the day of the exam. You will have one opportunity for a make-up exam. Failure to contact me prior to missing an exam will result in a zero for that grade with no opportunities for make-up.

### Grading

- Exams, **250 points**: There will be two exams. The first exam will be worth 100 points and the final exam will be 150 points. **THE FINAL WILL BE CUMULATIVE**. Development does not happen in a vacuum so it is important that you see the big picture.
- Class forums, **50 points**: You and a partner will tackle a current controversy in the world of child development and present your findings to the class. You will be required to use **at least** two peer-reviewed sources. You must present ACCURATE information (that you gain from the peer-reviewed sources), but you may also present talking points from various organizations (opinionated sources) as long as you identify them as such. The presentation can take any form you like (powerpoint presentation, lecture, prepared video, etc) and should only last about 15-20 minutes. I am happy to help you find sources, just set up a meeting at least a week in advance. You are also required to type up a summary of your findings using the assigned worksheet.
- Raising a child, **50 points**: You will be tasked with making decisions about the raising of a child. After a class forum, you and your partner are to write a 1-2 page paper (typed, double spaced, 1 inch margins, 12pt font) outlining your decision and why you chose it. No other outside research is necessary,

although it is encouraged. There are 16 forums, of which you only need to respond to 10 of them (5 points each).

- The class is graded on a points system where you can earn a total of 400 points. 250 come from the exams, 100 from the projects, and 50 from the assignments. **There will be NO rounding up.**

372 and above	A
360 to 371.99	A-
348 to 359.99	B+
332 to 347.99	B
320 to 331.99	B-
308 to 319.99	C+
292 to 307.99	C
280 to 291.99	C-
268 to 279.99	D+
240 to 267.99	D
0 to 239.99	F

### **Additional**

- I reserve the right to change or amend this syllabus.
- Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Class	Topic	Pages	Discussions
8/30	Introduction + What is child development?	Chapter 1	
9/4	What are the major theories? + Research strategies	Chapter 2	
9/6	Genetics and prenatal development	Chapter 3	Making babies
9/11	Prenatal development	Chapter 3	Alcohol/drugs
9/13	Birth and the newborn	Chapter 4	Circumcision
9/18	<b>*Open Class*</b>		
9/20	Physical development in Infancy	Chapter 5	Vaccination
9/25	Cognitive development in infancy	Chapter 6	CIO
9/27	Social and Personality development in infancy	Chapter 7	Co-sleeping
10/2	<b>*Open class*</b>		
10/4	<b>Exam 1 + Mid semester feedback (online)</b>		
10/9	<b>Movie: Babies</b>		EC: Reaction paper
10/11	Return Exam		
<b>10/16</b>	<b>FALL BREAK</b>		
10/18	<b>*Open class*</b>		Screen time
10/23	Physical development in the preschool years	Chapter 8	Extended breastfeeding
10/25	Cognitive development in the preschool years	Chapter 9	Daycare v SAHP
10/30	Social and Personality development in the preschool years	Chapter 10	Punishment
11/1	<b>*Open class*</b>		
11/6	Physical development in middle childhood	Chapter 11	ADHD
11/8	Cognitive development in middle childhood	Chapter 12	Parental depression
11/13	Social and Personality development in middle childhood	Chapter 13	Gay and Lesbian parenting
11/15	<b>*Open class*</b>		Organized sports or teams

11/20	<b>*No Class*</b>		
11/22	<b>THANKSGIVING</b>		
11/27	<b>*Open class*</b>		
11/29	Physical development in adolescence	Chapter 14	Sex Ed
12/4	Cognitive development in adolescence	Chapter 15	HPV vaccine OR Transgender
12/6	Social and Personality development in adolescence	Chapter 16	Internet influences
12/11	<b>WRAP UP</b>		
<b>Monday 12/17 2pm-5pm</b>	<b>FINAL EXAM: Chapters 1-16</b>		

**\*\*Please check your schedules NOW and let me know if you have 3 exams on your scheduled day so we can arrange a solution. You will need to bring me a copy of your schedule. You will not be able to re-schedule the final exam for travel reasons.**