

Child Development

Psychology 205

FALL 2014

Instructor

Nicole Varga
Email: nvarga@emory.edu
Office Hours: Thursday, 2:00 PM-3:30 PM by appointment
Office: Faculty Modular 2 – Room 5

Lecture

Tues/Thurs, 3:30 PM – 5:10 PM
Language Hall 101

REQUIRED TEXT

Berk, L. E. (2013) *Child development* (9th ed.). Boston, MA: Pearson Education.

COURSE DESCRIPTION

Child development is the study of human constancy and change from conception through adolescence. It is part of the larger, interdisciplinary field of developmental science, which includes the entire lifespan. In this course we will examine child development through the lens of three broad domains—physical, cognitive, and socioemotional. By the end, students should have an understanding of the sequence of human development, as well as an appreciation for the major theories and methodological approaches that have guided child development research.

COURSE OBJECTIVES

Upon completion of this course, students should be able to demonstrate:

- An understanding of major developmental theories and the strengths and shortcomings of each.
- An appreciation of research strategies for investigating child development.
- Knowledge of both the sequence of child development and the processes that underlie it.
- An appreciation of the impact of context and culture on child development.
- An understanding of the joint contributions of biology and environment to development.
- A sense of the interdependency of all aspects of development—physical, cognitive, & social emotional.

COURSE REQUIREMENTS

The objectives listed above will be achieved through a combination of readings, lectures, class discussions and exercises, frequent learning check-points, and cumulative assignments:

- **Quizzes (100 Points - 20%)** – As an instructor, I strive to wean students from only studying for big tests and instead encourage continual studying, thus promoting habits that are critical for becoming experienced, life-long learners . Moreover, research indicates that frequent, short check-in points facilitate learning, providing students with ample opportunities to evaluate their own understanding and progress (Keller, 1968). Quizzes (or validity checks) are designed to help you practice these skills, and to demonstrate your knowledge of concepts covered in the assigned readings. A total of 12 quizzes will be administered; each worth 10 points. No make-ups will be permitted—you must be in class and arrive on time to complete these. However, the two lowest quiz grades will be dropped at the end of the semester, thus allowing you to miss and/or do poorly on at least two.
- **Examinations (150 Points - 30%)** – The abilities to recall previously learned material, to demonstrate an understanding of facts and ideas, and to use acquired knowledge in novel ways form the basis of higher-level learning. Thus, at the end of each unit (every 4 chapters), students will be assessed on their knowledge, comprehension, and application of the major concepts presented. Students will complete three multiple-choice exams, each worth 50 points. Importantly, my philosophy on assessment is that learning is more important than grades. That is, I believe that assessments should

serve as both evaluation and learning devices. To reduce test anxiety and to encourage students to continue working with the material that they did *not* master on the exam, students will be permitted to attend office hours following the exam in order to correct items that were answered incorrectly. Further, students will receive 1/3 of a point for each answer that is corrected.

- **Cumulative Paper (150 Points - 30%)** – Critical thinking is largely dependent upon the capacities to analyze existing knowledge, to integrate information acquired across different domains, and to use this information to evaluate the validity of conclusions and theories drawn. As such, skills for analysis, synthesis, and evaluation will be scaffolded and heavily emphasized through completion of a course-long paper. Throughout the semester, students will watch three segments of the *7 UP* film series (ages 7, 14, and 21) and will be asked to examine the development of one participant. Through completion of a 5-10 page paper at each phase (ranging from 25-100 points), students will apply ongoing course material in order to (1) analyze the degree of change and constancy displayed, (2) assess the bi-directional nature of biology and environment, (3) synthesize the relation between physical, cognitive and socio-emotional development, and (4) evaluate how well the major developmental theories account for the behavioral outcomes observed.
- **Final Exam (100 Points - 20%)** – Development is a continuous process that culminates over the lifespan. Likewise, your knowledge and understanding of physical, cognitive, and social emotional development will similarly accumulate over the span of this course. As such, the final exam will require students to demonstrate their cumulative, integrative understanding of the sequence of child development from conception through adolescence, and the processes and factors that underlie it.

COURSE POLICIES

- **Class Conduct** - In order to establish an environment where individuals feel comfortable sharing their opinions and asking questions, I expect students to be respectful of one another, myself, and the course material. This requirement extends beyond class and includes interaction on Blackboard.
- **Communication** - It is important to check our class Blackboard site regularly. I will post lecture materials, upload grades, and make announcements there. If you would like to speak to me directly, please contact me by email. I will respond to emails and post answers within 24 hours if they are sent Monday-Friday between 9:00 A.M. and 7:00 P.M. Please make an effort to keep your questions clear and specific. If you have more extensive questions or concerns, please set up an appointment to meet during office hours.
- **Office Hours** - I have designated Thursday afternoon between 2:00 PM and 3:30 PM for office hours and am only available by appointment. Please know that I am always happy and willing to meet with you outside of class time, however, I require at least 36-hour notice so that I can clear my schedule.
- **Attendance** – There is no official attendance policy. However, please note that students are only permitted to take quizzes if they are present on the day that they are given. Moreover, no make-ups will be permitted for missed exams unless your absence is excused and documented. Permitted excuses include: physical illness, death of a close friend or family member, religious holiday observance, or personal/family emergency. Travel for holidays or breaks are not excused absences, especially in regard to the final exam. Documentation should include relevant dates. If you cannot take the exam due to an excused absence, it is your responsibility to schedule a make-up and to take the exam no more than one week from when it was originally administered. Failure to do so will preclude your opportunity to take the exam.

SUBMITTING ASSIGNMENTS & GRADING

Assignments must be typed and uploaded to the blackboard site in either .doc or .docx format by the start of class time (3:30 PM) on the day that they are due. 10% of the maximum points possible will be deducted for reports up to 24 hours late and 20% will be deducted for reports turned in within 48 hours of the deadline. If the paper is not submitted within 48 hours, it will not be accepted. Extensions will only be granted upon receipt of appropriate documentation. Assignments will be graded using pre-specified criteria. If you have questions about how an assignment was graded, please ask me for clarification outside of class time.

The course is graded on a points system where you can earn a total of 500 points. Grades will not be rounded up.

465 and above	A
450 – 464.99	A-
435 – 449.99	B+
415 – 434.99	B
400 – 414.99	B-
385 – 399.99	C+
365 – 384.99	C
350 – 364.99	C-
335 – 349.99	D+
300 – 334.99	D
0 – 299.99	F

ACADEMIC DISHONESTY

Academic misconduct is an offense generally defined as any action or failure to act which is contrary to the integrity and honesty of members of the academic community. Students are responsible for familiarizing themselves with the Oxford Honor Code and for acting in accordance with its principles at all times. Violations pertaining to this course include, but are not limited to, the following:

- Seeking, acquiring, receiving, or giving information about the content of an examination, knowing that the release of such information has not been authorized.
- Seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination.
- Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.
- Plagiarism (as defined by Dr. Wm. B. Dillingham in the Honor Code)

For a copy of Oxford College's Honor Code: <http://oxford.emory.edu/academics/student-services/student-honor-code/>

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

Students who require accommodations for physical and/or learning challenges should present appropriate documentation before the end of the second week of class, and make an appointment to discuss the accommodations with me. Oxford College has many resources for students with disabilities or special needs, but it is your responsibility to initiate the accommodation request process by self disclosing your disability and/or chronic medical condition to both myself and the Office of Disability Services. Failure to notify me within 2 weeks of the exam could result in loss of your right to such accommodations. All information related to special needs will be kept confidential. Please feel free to visit Oxford's Disability Services website for more information:

<http://www.ods.emory.edu/>

IF YOU NEED EXTRA HELP

If you are struggling with class requirements or material, make an appointment with me as soon as possible. I am looking forward to working with you, and I am happy and willing to provide additional assistance when needed.

CHANGES

Please note that this syllabus is tentative and may be re-negotiated or amended given the needs of our class.

Course Schedule (Subject to Change)

Dates	Chapter	Topic	Assignment
8/28 (Th)	1	History, Theory, and Applied Directions	-
9/2 (Tue)	1 & 2	History/Research Strategies	Practice Quiz (Syllabus)
9/4 (Th)	2	Research Strategies	Quiz 1 (Ch. 1 & 2)
9/9 (Tue)	3	Biological Foundations	-
9/11 (Th)	3	Biological Foundations	Quiz 2 (Ch. 3)
9/16 (Tue)	4	Infancy	-
9/18 (Th)	4	Infancy	Quiz 3 (Ch. 4)
9/23 (Tue)	1-4	<i>Seven Up</i> Film / Paper 1 Assigned	Exam 1
9/25 (Th)	5	Physical Growth: (Pages 176-179; 184-192; 203-210)	Quiz 4 (Ch. 5)
9/30 (Tue)	6	Cognitive Development	-
10/2 (Th)	6	Cognitive Development	Quiz 5 (Ch. 6)
10/7 (Tue)	7	Cognitive Development	Paper 1 Due
10/9 (Th)	7	Cognitive Development	Quiz 6 (Ch. 7)
10/14 (Tue)	-	Fall Break	-
10/16 (Th)	8	Intelligence	Quiz 7 (Ch. 8) / Exam 1 Corrections
10/21 (Tue)	5-8	"Seven Plus Seven" Film / Paper 2 Assigned	Exam 2
10/23 (Th)	9	Language Development	-
10/28 (Tue)	9	Language Development	Quiz 8 (Ch. 9)
10/30 (Th)	10	Emotional Development	-
11/4 (Tue)	10	Emotional Development	Quiz 9 (Ch. 10)
11/6 (Th)	11	Self and Social Understanding	Paper 2 Due
11/11 (Tue)	11	Self and Social Understanding	Quiz 10 (Ch. 11)
11/13 (Th)	12	Moral Development	-
11/18 (Tue)	12	Moral Development	Quiz 11 (Ch. 12) / Exam 2 Corrections
11/20 (Th)	9-12	<i>21 Up</i> Film / Paper 3 Assigned	Exam 3
11/25 (Tue)	-	<i>21 Up</i>	-
11/27 (Th)	-	Thanksgiving Recess	-
12/2 (Tue)	13	Sex Differences	Quiz 12 (Ch. 13)
12/4 (Th)	13	Sex Differences	Exam 3 Corrections
12/9 (Tue)		Review/Final Discussion	Paper 3 Due
12/17 (Wed)	1-13	Final Exam (9:00 AM – 12:00 PM)	