

# Psychology 205: Child Development

## Spring 2016

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Instructor: Ho Jin Kim, Ph.D., [hojin.kim@emory.edu](mailto:hojin.kim@emory.edu)  
Office Hours: Tuesday & Thursday 2:00-3:00PM (Seney Hall 317)

### Course Overview and Description

This course provides a broad overview of theoretical and methodological approaches regarding developmental processes from conception through adolescence. We will consider aspects of biological, cognitive, social, and emotional development with attention to cultural context. Students will become acquainted with concepts central to child and adolescent development, including: a) prenatal development; b) perceptual and cognitive development; c) language development; d) memory and intelligence; and e) social and emotional development. Students will also be introduced to research behind developmental theories, including: a) observational techniques; b) self-report measures; c) standardized tests; and d) physiological measures.

### Required Textbook

Lightfoot, C., Cole, M., & Cole, S. R. (2012). *The development of children* (7<sup>th</sup> ed.). New York, NY: Worth Publishers.

### Grading Scale

The final course grade will be based on your scores on all of the course requirements. Grades will be assigned according to the following grading scale:

100% - 93.00% = A	89.99% - 87% = B+	79.99% - 77% = C+	69.99% - 60% = D
92.99% - 90% = A-	86.99% - 83% = B	76.99% - 73% = C	below 60% = F
	82.99% - 80% = B-	72.99% - 70% = C-	

### Graded Materials

Assignment	Points
Exams	65 (20 x 2 + 25)
Group Article Summary Presentation	33 (11 x 3)
Participation	2
<b>Total</b>	<b>100</b>

Exams (65%): There are a total of 4 exams throughout the semester: **3 midterms (non-cumulative)** and **1 final (cumulative) exam**. **Your lowest midterm score will be dropped automatically**, which means only your best 2 midterm scores (40% = 20% x 2) will be counted toward your final grade. Final exam (25%) is mandatory for everyone, and it will take place on the last class of the semester (Monday, 4/25). Each exam consists of 30~40 questions (multiple-choice, true/false, fill-in-the-blank, and possibly some short answer questions). Exam questions will be primarily based on lecture materials with a few additional questions from textbook readings, article readings, and video clips presented in class. Also, **be sure to come to class on time on exam days because no additional exams will be passed out as soon as someone has submitted his/her completed exam.**

Group Article Summary Presentation (33%): This assignment is designed for students to gain insight regarding the current real-world research conducted in the field of child development. Each presentation is worth 11% and there will be a total of 3 presentations throughout the semester ( $33\% = 11\% \times 3$ ). Students will be required to work in groups, and groups will be randomly assigned for each of the 3 presentations. Each group will be responsible for summarizing and evaluating one pre-selected journal article. The articles will be posted on Blackboard a week or two before each scheduled presentation date, and all of the articles will be briefly introduced during lecture. More information regarding this assignment will be announced in Week 3.

Participation (2%): Attendance is important. You cannot meaningfully participate in class without first being here. Remember that active participation during class is encouraged and expected. Your level of participation will be examined throughout the semester. Moreover, if there are extenuating circumstances that hinder you from doing your best in this class, please discuss it with me immediately.

Extra Credit (up to 2.5%): You will be given an opportunity to earn extra credits on exams. **No other alternative extra credits will be given.**

### **Policy on Due Dates and Makeup Work**

- **Exams:** *No makeup exams will be given for any reason. Instead, the lowest score of the 3 midterms will be dropped automatically.*
- **Group Article Summary Presentation:** Students must be present on the scheduled presentation dates. *No makeup presentations will be allowed.*

### **E-mail Policy**

Make sure that the subject line of your email contains the course number and the class meeting time (**Psyc205-2:30PM** or **Psyc205-4:20PM**). You **MUST** identify yourself somewhere in the email; otherwise, I cannot guarantee that I will respond to your email promptly. I will respond to most emails within 24 hours, except for the weekends.

### **Students with Learning Disabilities**

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Please provide me with appropriate documentations by the end of the second week of semester, and plan to meet with me individually to discuss details regarding accommodations.

### **Common Courtesy**

Professional behavior is expected. Demonstrate courtesy and respect for the instructor and other students in class. **Be on time**, and **turn off or silence your cell phone before class begins**. You are also to show respect to everyone in class including all of the opinions and views expressed.

## **Academic Integrity**

Professional behavior also includes adhering to the [The Student Honor Code of Oxford College](#).

- 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.
- Memorizing long passages of someone else's work and using that information to answer an essay question on an exam is not acceptable. You must always cite your sources if the idea is not your own.

Infractions of the honor code will result in a zero for the assignment/exam and will be referred to the honor council.

## Course Schedule

This is a **tentative** outline of the schedule and is **subject to change**.

DATE	TOPIC	READING ASSIGNMENT
Wed, 1/13	Syllabus/Course Overview	
Mon, 1/18	<i>NO CLASS: MLK Holiday</i>	
Wed, 1/20	Study of Child Development	Chapter 1
Mon, 1/25	Developmental Theories	
Wed, 1/27	Genes and Environment <b>Group Presentation: Introduction</b>	Ch. 2
Mon, 2/1	Prenatal Development	Ch. 3
Wed, 2/3	Infant Research Methods	
Mon, 2/8	The First 3 Months	Ch. 4
Wed, 2/10	<b>Group Presentation #1</b> Review for Exam 1	
Mon, 2/15	<b>EXAM 1</b>	
Wed, 2/17	Infant Motor Development	Ch. 5
Mon, 2/22	Infant Perceptual/Cognitive Development	Ch. 5
Wed, 2/24	Infant Social Development	Ch. 6
Mon, 2/29	Language Acquisition	Ch. 7
Wed, 3/2	Language Acquisition (cont'd)	
3/7 & 3/9	<i>NO CLASS: Spring Break</i>	
Mon, 3/14	Child Cognitive Development	Ch. 8
Wed, 3/16	<b>Group Presentation #2</b> Review for Exam 2	
Mon, 3/21	<b>EXAM 2</b>	
Wed, 3/23	Child Social Development	Ch. 9
Mon, 3/28	Child Cognitive Development 2	Ch. 11
Wed, 3/30	Child Social Development 2	Ch. 13
Mon, 4/4	Contexts of Development	Ch. 10 & 12
Wed, 4/6	Adolescent Cognitive Development	Ch. 14
Mon, 4/11	Adolescent Social Development	Ch. 15
Wed, 4/13	<b>Group Presentation #3</b> Review for Exam 3	
Mon, 4/18	<b>EXAM 3</b>	
Wed, 4/20	Final Exam Review Closing Remarks & Evaluative Feedback	
Mon, 4/25	<b>CUMULATIVE FINAL EXAM</b>	