

**PSYC OX 205 Child Development
Spring 2011**

Time: TuTh 2:30-3:45pm
Location: Language Hall 201
Instructor: Widaad Zaman
E-mail: wzaman@emory.edu
Office: Humanities 205
Office Hours: TuTh 11:00am to 12:00pm

Required Text:

Berk, L. (2009). *Child Development* (8th edition). Boston, MA: Pearsons Education, Inc.

Course Objectives:

This course will adopt a topical approach to development rather than a chronological approach by looking at changes in the individual from the prenatal period through adolescence by specific areas of development, including physical development, cognitive development and socio-emotional development. By the end of this course, students should have a basic understanding of the process of human development from conception to adolescence.

Course Requirements:

There are 4 major requirements to this course – readings, examinations, group presentations, and a final paper.

Readings – Students are responsible for thoroughly reading each chapter on their own. Class lectures will not cover everything in the chapters, but exams will include both lecture and reading materials.

Examinations – There will be two exams, a midterm and a non-cumulative final, on the dates indicated on the class schedule lasting the duration of the class time. Students are responsible for all material covered during lectures, group presentations and text book readings. Exams will take the format of multiple choice questions, short answers and essay questions.

Each exam is worth 100 points. Both exams are therefore worth a total of 200 points out of a possible 400 points, that is, 50% of your final grade.

Group Presentations – Students will be divided into groups of 3. Each group will select a ‘special topic’ in development, prepare a 10-minute presentation on that topic, and convey it to the class. Presentations should *not* be on a topic that is a major focus of this class, such as language development or cognitive development. Rather, presentations should focus on ‘special topics’ in development. Examples of such topics are children with autism, teenage pregnancy, effects of day care, or any other such ‘hot topic’ in the field. Topic ideas **MUST** be approved by the instructor by **Thursday, January 27th, 2011**. Presentations may be done in whatever mode is deemed necessary, such as power point, skits, or class discussion. Be creative! All class presentations will be done during the last 10 minutes of class on **Thursday of each week**. All

students are expected to be in class to support their peers during presentations. Material presented by your peers in class *will* be on the exam.

Presentations will be graded on creativity (25 points), quality of verbal presentation (25 points), and depth and breadth of information (50 points). Class presentations are worth 100 points out of a possible 400 points, that is, 25% of your final grade.

Note. Any student who does not contribute his/her fair share to group presentations will be given a lesser grade than the rest of the group members.

Final Paper – Students will submit a 3- to 4-page APA style paper on a topic from a developmental period of their choice. For example, you may choose to write about the prenatal period of development. In that case, your paper may focus on anything that has to do with the development of the fetus, such as alcohol use during pregnancy, smoking during pregnancy, proper prenatal care, miscarriages, etc. *Since your papers will be very short, they need to be focused on ONE particular topic during the developmental period of your choice.* Papers should contain at least 3 different references from academic sources (that is, a peer-reviewed journal or educational book). *Your text book may NOT be used as an academic source.*

Your paper topic *must* be approved by me before **Thursday, March 3rd, 2011** (before you leave for Spring Break). There is no requirement to submit a draft. The final paper is due no later than noon on **Tuesday, April 26th, 2011**, and must be submitted on Blackboard.

Papers will be graded on APA style, including references (25 points), quality of presentation and organization (25 points), and depth and breadth of information (50 points). Final papers are worth 100 out of a possible 400 points, that is, 25% of your final grade.

Grading Policies:

Exams – 200 points (50% of grade)

Group presentation – 100 points (25% of grade)

Final paper – 100 points (25% of grade)

Total – 400 points = 100%

A	100% - 95%
A-	95 - 90
B+	90 - 85
B	85 - 80
B-	80 - 75
C+	75 - 70
C	70 - 65
C-	65 - 60
D	60 - 55
F	55 and below

Course Policies:

Academic Dishonesty: All students are bound by the Emory Honor Code, and anyone who is in violation of this code will be reported to the Honor Council and dealt with in the appropriated fashion. Students whose exams or final papers are suspiciously similar will be reported to the Honor Council. Improperly placing a student's name on an exam or final paper will be considered a violation of the Honor Code and will be reported to the Honor Council.

Late Assignments: Late papers will not be tolerated. Papers that are submitted on the same day but after the deadline stated above will suffer a 5-point deduction; papers that are submitted the

following day will suffer a 10-point deduction. For every other day that a paper is late, the student will forfeit half a letter grade per day.

Complaints about Grades: Complaints about a grade or grades must be submitted in writing in order to be acknowledged. Any other grade complaints will be ignored.

Disrupting the Class: Cell phones are annoying and disruptive; therefore please turn them off completely or place them on silent (vibrating cell phones are still annoying!).

Special Needs: Students who require accommodations for physical and/or learning disabilities or other special needs should bring the appropriate documentation to the instructor either in class, or during office hours.

Communication: Students must access Blackboard in order to remain updated about course information. Students who wish to communicate with me outside of class may do so via e-mails or office hours. I cannot guarantee same-day e-mail response. Check your e-mails on a daily basis, as I will send out group e-mails as announcements or reminders.

COURSE SCHEDULE (Tentative)

Dates	TOPIC	Chapters
January 13	Introduction; History & Theory	1
January 18, 20	History & Theory	1
January 25, 27	Research Strategies Presentation topics approved	2
February 1, 3	Biological Foundations	3
February 8, 10	Infancy: Early Learning, Motor Skills & Perception Group 1 presentation	4
February 15, 17	Physical Growth Group 2 presentation	5
February 22, 24	Cognitive Development Group 3 presentation	6, 7
March 1	Intelligence Group 4 presentation	8
March 3	Midterm Exam (Chapters 1 through 8) Final Paper topics approved	
March 8, 10	Spring Break – Enjoy!!	
March 15, 17	Language Development Group 5 presentation	9, 10
March 22, 24	Emotional Development Group 6 presentation	10
March 29	Self & Social Understanding Group 7 presentation	11
March 31	NO CLASS	
April 5, 7	Self & Social Understanding; Moral Development	11, 12

	Group 8 presentation	
April 12, 14	Sex Differences and Gender Roles Group 9 presentation	13
April 19, 21	The Family Group 10 presentation	14
April 26	Peers, Media & Schooling Final Papers due by noon Group 11 presentation	15
	Final Exam (Chapters 9 through 15)	