

Psychology 205: Child Development

Fall 2015

Instructor: Ho Jin Kim, Ph.D., hojin.kim@emory.edu
Class Time: Monday & Wednesday 2:30-4:10PM (Pierce Hall 206)
Office Hours: Monday 9:00-11:00AM (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* (7th 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% = A	89% - 87% = B+	79% - 77% = C+	69% - 60% = D
92% - 90% = A-	86% - 83% = B	76% - 73% = C	below 60% = F
	82% - 80% = B-	72% - 70% = C-	

Graded Materials

Assignment	Points
Exams	300 (100 x 3)
Group Article Summary Presentation	100
Individual Topic Paper Assignment	80
Attendance and Participation	20
Total	500

Exams (60%): There are a total of 4 exams throughout the semester: **3 midterms (non-cumulative)** and **1 final (cumulative) exam**. Each exam consists of 40 multiple-choice 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. ***The lowest exam score will be dropped automatically.*** Also, **be sure to come to class on time on exam days because no additional exams will be passed out once someone has submitted his/her completed exam.**

Group Article Summary Presentation (20%): This assignment is designed for students to gain insight regarding the real-world research conducted in the field of developmental

psychology. Students will be required to work in small groups. The presentations will take place weekly beginning in Week 4. Each group will be assigned one pre-selected journal article to summarize and critique. The articles will be posted on the course website one week before its scheduled presentation date. More information regarding this assignment will be announced in Week 2.

Individual Topic Paper Assignment (16%): Students are required to write a **3-page paper** on a topic of their choice. **However, you may not choose the same topic as the one assigned to your group presentation**, and this assignment is to be completed **individually**. After choosing the topic, students must develop a specific research question. First, your research question must be approved by the instructor **in person by Wednesday, 10/7**. Students can visit the instructor during his office hours anytime in the first 7 weeks of the semester. Do not wait until the due date. Once your research question is approved, you need to find **2 peer-reviewed empirical journal articles** to read and summarize. In addition, you must also provide your own thoughts regarding how the findings of each study furthered your understanding of the chosen topic. The topic paper must answer the following questions:

1. What is the significance of your topic in the field of developmental psychology?
2. What is your research question and how did you come up with it? Also, introduce the articles you chose and explain how they provide answers to your research question.
3. What are the articles about? Summarize each article in detail, including clear descriptions of methods.
4. What in particular did you like/dislike about the articles? Why? Why not?
5. How do the findings of the articles help you further your understanding of your topic?

The topic paper assignment must be typed, single-spaced, in 12-point Times New Roman font, with 1-inch margins. Moreover, **on a separate page, a references section containing the complete citations of the summarized articles in APA format must be provided**. By failing to conform to these formatting rules, you may be penalized up to 10% of your grade for the paper. Your paper will be submitted **electronically on Blackboard** and it is due on **Friday, 12/11**. **No extensions will be granted.**

Attendance and Participation (4%): Attendance is an essential part of your successful completion of the course, thus it will be taken at the beginning of every class. Remember that you are important in this classroom. Therefore, **three or more absences** are unacceptable and will have a significant impact on your final grade. If there are extenuating circumstances pertaining to an absence and you have documentation of these circumstances, please discuss this with me immediately.

Policy on Due Dates and Makeup Work

- **Exams:** *No makeup exams will be given for any reason. Instead, the lowest score of the 4 exams will be dropped automatically.*
- **Group Article Summary Presentation:** Students must be present on the day they are scheduled to present. *No makeup presentations will be allowed.*
- **Individual Topic Paper Assignment:** *No extensions will be granted. A 10% grade penalty per day will incur following the due date.*

Common Courtesy

Professional behavior is expected. Demonstrate courtesy and respect for the instructor and other students during class. The instructor reserves the right to eject anyone from the classroom during lectures or during exams who is not demonstrating appropriate professional behavior. Moreover, students are expected to show respect for the opinions and views of the others that are expressed in class. Also, **be sure to turn off or silence your cell phone during class.**

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.

E-mail Policy

Make sure that the subject line of your email contains the course number and the section number (**Psyc205-02A1**). 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.

Course Schedule

DATE	TOPIC	READING/ASSIGNMENT
Wed, Aug 26	Syllabus/Course Overview	
Mon, Aug 31	Study of Child Development	Chapter 1
Wed, Sep 2	Developmental Theories	
Mon, Sep 7	NO CLASS: Labor Day Holiday	
Wed, Sep 9	Genes and Environment	Ch. 2
Mon, Sep 14	Prenatal Development	Ch. 3
Wed, Sep 16	Infant Research Methods	
Mon, Sep 21	The First 3 Months	Ch. 4
Wed, Sep 23	Infant Motor Development	Ch. 5
Mon, Sep 28	Infant Perceptual/Cognitive Development	Ch. 5
Wed, Sep 30	Infant Social Development	Ch. 6
Mon, Oct 5	EXAM 1	
Wed, Oct 7	Infant Social Development (cont'd)	DUE: RQ for Topic Paper
Mon, Oct 12	NO CLASS: Fall Break	
Wed, Oct 14	Language Acquisition	Ch. 7
Mon, Oct 19	Language Acquisition (cont'd)	
Wed, Oct 21	Child Cognitive Development	Ch. 8
Mon, Oct 26	Child Cognitive Development (cont'd)	
Wed, Oct 28	Child Social Development	Ch. 9
Mon, Nov 2	EXAM 2	
Wed, Nov 4	Developmental Contexts	Ch. 10
Mon, Nov 9	Child Cognitive Development 2	Ch. 11
Wed, Nov 11	Child Social Development 2	Ch. 13
Mon, Nov 16	Schooling	Ch. 12
Wed, Nov 18	Adolescent Cognitive Development	Ch. 14
Mon, Nov 23	EXAM 3	
Wed, Nov 25	NO CLASS: Thanksgiving Recess	
Mon, Nov 30	Adolescent Social Development	Ch. 15
Wed, Dec 2	Closing Remarks & Evaluative Feedback	
Mon, Dec 7	CUMULATIVE FINAL EXAM	
Friday, Dec 11		DUE: Individual Topic Paper