

Developmental Psychology: Child

Instructor: Nicole M. Summers

E-mail: nsummer2@slu.edu

Office: Morrissey Hall 2403

Phone: (314) 977-2884

Office Hours: Wednesdays 1:30-2:30pm,
or by appointment

Mailbox: Morrissey Hall 2605

Course Number: PSY 3210-03

Term: Spring 2016

Class time: MW 12:00-1:15pm

Location: Xavier Hall Annex 203

Required Text: Berk & Meyers (2015)

Infants and Children: Prenatal through Middle
Childhood, 8th edition.

ISBN-10: 0133936724

COURSE DESCRIPTION:

This course is designed as an introduction to traditional and current topics questions, theories, methods, and empirical research pertaining to infant and child development. Throughout this course child development will be described across the ages from prenatal to middle childhood. Major topics of child development including language development, moral development, cognitive development, motor development, emotional development, and social development will be covered and discussed. In addition, students will critically examine the course material through exercises, quizzes, exams, and a final project.

STUDENT LEARNING OUTCOMES:

Students who 1) attend lectures and actively participate in class sessions, 2) read supplemental articles, 3) read the textbook, 4) take notes on/and complete the exercises, quizzes, exams, and final project, and 5) fulfill other course requirements, will be able to do the following:

- Recognize, describe, and critically examine various approaches to thinking about child development and use these to synthesize and evaluate their own ideas about child development.
- Apply developmental concepts to child development in instances outside the classroom including those found in film, television, radio, print, and/or the internet and in their own experiences, the workplace, and culturally diverse community.
- Recognize that psychological information about child development is continually evolving which requires the ability to pursue lifelong learning both independently and collaboratively.

Prerequisites: PSY 1010 (General Psychology)

Grading Scale

A = 94 – 100

A- = 90 – 93

B+ = 87 – 89

B = 84 – 86

B- = 80 – 83

C+ = 77 – 79

C = 74 – 76

C- = 70 – 73

D+ = 67 – 69

D = 60 – 66

Failing = < 60

Assessments

1. Quizzes = 10%
2. Article Summary = 5%
3. Individual Mini Grant = 10%
4. Group Project = 20%
5. Group Evaluations = 5%
6. Group Presentation = 5%
7. Midterm = 20%
8. Final Exam = 25%

Pop Quizzes: Throughout the semester you will be given 10 quizzes at any given time. These quizzes will either be taken home or administered during class. There are no makeups but you will only be graded on 8 quizzes out of the 10. Therefore, if you miss or perform poorly on two quizzes it will not hurt your grade. These quizzes will help you keep up with the material, process the course content, and reduce your test anxiety for the midterm and final. They are open book and open note.

Article Summary: An important skill to acquire in psychology along with many other fields is being able to concisely summarize empirical findings. You will be responsible for find an article in any psychology journal and writing a one-page summary of it. A smart choice would be to select an article that will help you later write the Mini Grant or apply to your Group Project.

Mini Grant: Developmental psychology often has implications for applied contexts. Hot topics like obesity, bullying, and second language acquisition offer attractive opportunities. Even students in their first year are eligible for some research grants and these grants are an excellent way to pay for your education, further your professional development, and give back to society. The Psi Chi Undergraduate Research Grant and the APAGS Junior Scientist Fellowship are just a couple grants that you might be eligible for now or in the near future. (<http://www.psichi.org/>)

Group Project: In groups of 5 you will be in charge of creating an educational toy or organization for children. Your group must write a 5 page review of this toy and cite research which supports its effectiveness. Then your group will be responsible for creating a mock-up which you will present to the class in a 10-minute polished presentation.

Group Evaluations: Your team will evaluate your contribution to the Group Project in order to ensure the distribution of work was fair and appropriate.

Midterm: The midterm will include everything from the beginning of the semester through the end of class on February 24th. You will only be tested on what we discussed in class or the readings that I assigned. The exams will mostly consist of multiple choice items plus couple short answer questions. You may use a half sheet of copy paper front and back as a “cheat sheet” for the exam.

Final Exam The final exam will follow the same format as the midterm. The Final is not cumulative. It will cover all course content starting after the midterm. You may use a half sheet of copy paper front and back as a “cheat sheet” for the exam.

Electronic Device Policy: Cell phone use is not permitted during class unless there is an emergency and you have spoken with the professor prior. Students using cell phones without permission may be asked to leave class for the day.

Communication Policy: I expect that you will check your university email at least every 2 days. All assignments and PowerPoints will be posted on Blackboard. PowerPoints will be posted prior to each class.

When you have questions for me, please use the following guidelines:

1. Questions about an ASSIGNMENT or the SYLLABUS should be posted in the “The professor is in” Discussion Forum in BlackBoard. I will check this forum every day, including weekends, by 5pm.
2. PERSONAL MATTERS should be discussed through email or appointment. I will respond within 24 hours.
3. FEEDBACK on assignments should be discussed during office hours

For e-mails please follow the format below:

1. A Salutation (e.g., Hello [Name])
2. A message or body that is clear, concise, complete, and has complete sentences with standard spelling and grammar-including capitalization and punctuation (No text message or IM slang)
3. A Sign-Off (e.g. Thanks, see you Monday, best wishes)
4. [Your Name]

Late Assignments: All written assignments should be submitted either via hard copy in class the day the assignment is due. Late written assignments will be penalized 10% for each day late. Late assignments will not be accepted 10 day past the due date. If a student turns in a paper within that ten day grace period along with a doctor’s note, the student’s grade will not be penalized

Accommodations & Assistance:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. If you think you might benefit from these resources, you can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

If you believe that, due to a disability, you could benefit from academic accommodations, you are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic Integrity:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing an unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an online quiz with another student, taking an on-line quiz with the help of another student and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:
<http://www.slu.edu/x12657.xml>

Schedule of Classes

Wk	Dates	Topic	Readings
Theme: Overarching Issues			
1	Jan 11	Review Syllabus	Take Qualtrics Introduction survey
	Jan 13	Basic Issues; Research Methods Developmental Theories	Chapter 1: pg. 2-11; pg. 30-46
Prenatal Development			
2	Jan 18	Martin Luther King Day	No Class
	Jan 20	Research Methods, Prenatal development, environmental influences	Chapter 1: ph. 30-46, Chapter 3: pg. 91-118
3	Jan 25	APGAR; Newborn Baby's Capacities; Motor Development	Chapter 4: pg. 125; pg. 141-151; Chapter 5: pg. 181-186
Infancy and Toddlerhood			
	Jan 27	Physical Development (Early influences; learning capacities; sensitive periods)	Chapter 5: pg.159-180; pg. 187-197
4	Feb 1	Cognitive Development (Cognitive developmental-theory, information processing)	Chapter 6: pg. 201-223
	Feb 3	Cognitive Development (Language)	Chapter 6: pg. 231-241; Article Summary introduced
5	Feb 8	Social Development (Infant and Toddler Personality; temperament)	Chapter 7: pg. 245-260
	Feb 10	Social Development (Attachment; the self)	Chapter 7: pg. 261-283
Early Childhood			
6	Feb 15	Cognitive Development (Preoperational Stage, Sociocultural Theory)	Chapter 9: pg. 310-327
	Feb 17	Writing Workshop	Article Summary due
7	Feb 22	Cognitive Development (Individual Differences, Mental Development, Language)	Chapter 9: pg. 322-355
	Feb 24		Midterm Review
8	Feb 29		Midterm Exam
	March 2	Education through Media	Sesame Street Documentary
	March 7	Spring Break	No Class
	March 9	Spring Break	No Class

9	March 14	Initiative vs. Guilt; self-understanding, emotions, peer relations, morality	Chapter 10: pg. 356-384
	March 16	Social Development (Morality, Emotion Development)	Chapter 10: pg. 358-365; Mini Grant introduced
10	March 21	Social Development (Peer Relations, Parenting Styles)	Chapter 10: 365-384; 392-399
	March 23	Social Development (Gender Typing) Physical Development (Growth, Health, and Play)	Chapter 10: 384-392 Chapter 11: pg. 404-426
Middle Childhood			
11	March 28	Easter Break	No Class
	March 30	-	-
12	April 4	Physical Development (Growth, Health, and Play)	Chapter 11: pg. 404-426
	April 6	Cognitive Development (Piaget and Information Processing, Intelligence and Education)	Chapter 12: pg. 428-469; Mini Grant Due; Group Project Introduced
13	April 11	Social Development (The self, acceptance/rejection, Family problems in Middle Childhood)	Chapter 13: pg. 472-513
Special Topics			
	April 13	Fathering/ Media in Middle Childhood	Shwalb & Shwalb (2015); Manago, Guan, & Green (2015)
14	April 18	Child Labor/ Resilience and Grit (Duckworth)	Koller et al. (2015); Duckworth et al. (2007)
	April 20	Child Outcomes from Book Reading	Dyer, Schatz & Wellman (2000)
15	April 25	Final Project Presentations	
	April 27	Final Project Presentations	Group Project Due
16	May 2	Final Exam Review	
	May 6	Final Exam	12:00-1:50pm

**Note.* I reserve the right to make any changes to the syllabus during the semester.

Additional Resources:

- Society for Research in Child Development
www.srctd.org/
- APA Division 15: Educational Psychology
<http://www.apadiv15.org/>
- APA Division 37: Society for Child and Family Policy and Practice
<http://www.apadivisions.org/division-37/>
- APA Division 53: Society of Clinical Child and Adolescent Psychology
<http://www.apadivisions.org/division-53/>