

PSYC325: CHILD PSYCHOLOGY
Fall 2018

Class time: MW, 3:35-4:50pm
Classroom: Smith Hall, Room 120

Instructor: Dr. Stevie Schein
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Office: 850 Library Avenue, Room 207
Office hours: Thurs 3:30-5:00pm
or by appointment

TA: Liza Alpert
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Office Hours: by appointment

Textbook: Child Development (9th edition). Laura E. Berk. Pearson publishing, ISBN 978-0-205-14976-6. Additional readings posted on Canvas.

Prerequisites: PSYC100

Course Objectives

- 1) You will develop and be able to apply your understanding of the basic foundations of child development. This includes major theoretical conceptions of childhood, developmental changes, and themes and controversies in the field. You will achieve and demonstrate your knowledge through readings, class activities, and examinations.
- 2) You will acquire practical knowledge of the behavioral, cognitive, and social capacities on infants and children.
- 3) You will become critical consumers of popular ideas about child development. I expect you to understand, interpret, critique, and form opinions about books/articles/policies related to child development.
- 4) I expect you to demonstrate your understanding about concepts we learn through effective communication, both written (exams, in class writing activities) and oral (class discussions and debates).

Course Grades

The total number of points that it is possible to earn for the semester is 300. Grades are a reflection of what you have earned and the course is not curved.

Assignments and Due Dates:

3 exams; each is worth 75 points (25% of grade) for 225 points (75% of grade)

Exams are on 10/1, 10/29, and 12/3 with an optional final during finals week

15 online chapter quizzes worth 75 points overall (25% of grade)

Due at the end of every week (previous week's chapter quizzes due by 11:59pm each Sunday)

300 total possible points

The following are the cut-off scores (number of points and percentage of points) for each letter grade.

279-300 = A (93-100%)

231-239 = C+ (77-79.9%)

270-278 = A- (90-92.9%)

219-230 = C (73-76.9%)

261-269 = B+ (87-89.9%)

210-218 = C- (70-72.9%)

249-260 = B (83-86.9%)

180-209 = D (60-69.9%)

240-248 = B- (80-82.9%)

Under 180 = F (below 60%)

Course Assignments

Exams: 3 exams, one optional cumulative final to replace lowest exam grade.

There will be three in-class unit exams composed of multiple-choice and short answer questions. Exams will be worth 75 points: comprised of multiple-choice questions. Content for these exams will be drawn from lectures, videos, handouts, course readings, and in-class activities.

The cumulative final exam will take place on the assigned day/time during Finals Week. The final may be used to replace your lowest exam grade. Taking the final can ONLY boost your grade in the course, not hurt it. If you are satisfied with your course grade, you may choose not to take the final. The final will be the same format as the previous exams.

Online chapter quizzes: 15 quizzes, 10 questions each

Total number of points for all quizzes will be summed and divided by 2 for overall quiz contribution to grade (so 10 points per quiz times 15 quizzes = 150 points total, then divide by 2 for overall quiz grade out of 75 points).

These quizzes act as a reminder and encouragement to keep up with the textbook reading. Quizzes for the previous week's readings are due by Sunday at 11:59pm. Keys for each quiz will be posted after the quiz is due. I reserve the right to

re-use quiz questions on unit exams.

Course Policies

Office Hours

I strongly encourage you to ask a lot of questions during the semester and to see me in my office any time you wish, whether you have questions, need help with your writing or the reading, or want to discuss something with me. If you don't ask, you won't learn. If the office hours available are not convenient for you, I can also meet with you at other times by appointment.

Attendance/participation

Class time will be spent listening to lecture, performing in-class activities, and engaging in discussion. I expect all of you to attend all class sessions, actively participate, and complete all assignments. Much of the work we do in class is designed to supplement and elaborate upon the material covered in the readings, so I expect you to complete the assigned readings before attending class. Please make every attempt to be punctual, and please turn off your cell phones during class time.

If you miss class, you will be expected to get lecture notes from a classmate, complete any missed work, and obtain assignments.

Readings

I expect you to have completed the readings before class on the day that they appear on the syllabus. This will facilitate your understanding of the material that we cover in class.

Laptop policy

I encourage student to avoid using laptops and iPads/tablets in my class because they too easily turn into a temptation and distraction. Studies have shown that students process information better when they write it down by hand and have demonstrated negative effects of multitasking and computer use on student learning. If you would like to use a laptop or other electronic device to take notes on, I will ask you to sit near the rear of the classroom so that other students aren't distracted by your screen.

Reviewing exam performance

I strongly encourage students to come into office hours to look over their graded exams. Those students who carefully consider why they answered some questions incorrectly often perform better on subsequent exams.

Makeup exams

Makeup exams will be given under compelling circumstances. These exams may have different questions from the in-class exams, but will take the same format.

Students with Disabilities

I would like to decrease your obstacles to learning and succeeding in my class. Please come talk to me at the beginning of the semester about any special needs so that we can plan accommodations for the rest of the semester. Some issues may require documentation from the University of Delaware, which provides upon request appropriate academic accommodations for qualified students with disabilities. If you have an official Accommodation Letter, please make sure you get it to me during the first week of class so we can work together to find the best arrangement. For more information on official university policies, contact the Office of Disability Support Services (<http://sites.udel.edu/dss/>) at 302-831-4643, TDD: 302-831-4563.

Furthermore, if you find yourself not able to fully access the space, content, or experience of this course, you are welcome to contact me at any point during the semester. This includes folks with non-visible disabilities or life circumstances who may “pass,” mask, or compensate. It’s never too late to ask for accommodations—our bodies and circumstances are constantly changing.

Religious holidays

Religious holidays sometimes conflict with class days. You will not be penalized for missing class due to religious holidays, but University policy requires that you notify your instructor at least 14 days before the date you will be absent from scheduled class to observe a religious holiday.

Academic integrity

I take academic integrity very seriously. Student Judicial Services states: “Quite simply, educational objectives cannot be meaningfully fulfilled without strict adherence to the standard of academic integrity. Acts of academic dishonesty not only undermine the learning process and disadvantage students who earn credit honestly, but also subvert key responsibilities of the academic enterprise, such as the assessment and certification of students' scholastic progress and claimed educational achievements.”

You can read more of the University's Academic Integrity policies at <http://www1.udel.edu/stuguide/17-18/index.html>.

Cheating

Consequences for cheating may be severe. Students who cheat on exams or plagiarize papers may receive a zero for the assignment and be reported to the Dean of Students. Do not put me in the position of needing to do this!

Tips on How To Do Well In This Class

1) **Read the syllabus.** Make sure you know when assignments are due and how they should be done.

2) **Plan ahead/use your time well.** Throwing together a paper the night before it's due or pulling an all-nighter before an exam is likely to be a problematic strategy.

3) **Come to class.** This is the #1 predictor of college success!

4) **Come to office hours.** Visit to look over your performance on each exam. I am always happy to meet with students.

5) **Use the UD writing center.** They are FREE and exist to read drafts your papers and give you feedback. This can be very helpful for structuring arguments and working on improving writing skills. <https://www.writingcenter.udel.edu/>

6) **Actively engage in the material.** Question your instructor and your readings - this leads to better understanding as well as great learning opportunities. Think about how this material relates to material in other courses and things you see every day (maybe that funny YouTube video of a baby can actually be quite illuminating!).

7) **Apply principles learned in class to life/interests.** Information is better remembered (for exams and real life) and utilized when you can relate it to information you have already learned, or examples from your daily life.

8) **Appreciate the deep, underlying issues.** Developmental psychology is an ongoing exploration of the issues, rather than a set of already-solved puzzles.

Week 1

8/29 Intro to Child Development, Theories and Themes of Development

Reading:

- *Scientific American Laptop Notes*

Week 2

9/3 Labor Day, No class

9/5 Research Methods, Reading Scientific Papers, and Spotting Fake News

Reading:

- *Berk Chapter 1: History, Theory, and Applied Directions (pp.2-39)*

Sunday 9/9: Chapter 1 quiz due on Canvas by 11:59pm

Week 3

9/10 Genetics, Prenatal Development

Reading:

- *Berk Chapter 2: Research Methods (pp.40-71)*

9/12 Teratogens and Infancy

Reading:

- *Berk Chapter 3: Biological Foundations, Prenatal Development, and Birth (pp.72-127)*

Sunday 9/16: Chapter 2 and 3 quizzes due on Canvas by 11:59pm

Week 4

9/17 Childbirth (Business of Being Born)

9/19 Infant Perception

Reading:

- *Berk Chapter 4: Infancy (pp.128-173)*

Sunday 9/23: Chapter 4 quiz due on Canvas by 11:59pm

Week 5

9/24 Infant Face Perception

Reading:

- *NYTimes: The secret sadness of pregnancy with depression*
- *National Geographic: The first year*

9/26 Physical Growth

Reading:

- *Berk Chapter 5: Physical Growth (pp.174-202)*

Sunday 9/30: Chapter 5 quiz due on Canvas by 11:59pm

Week 6

10/1 Exam 1

10/3 Cognitive Theories of Development

Reading:

- *Berk Chapter 6: Cognitive Development (pp.224-275)*

Sunday 10/7: Chapter 6 quiz due on Canvas by 11:59pm

Week 7

10/8 Cognitive Theories of Development

Reading:

- *Berk Chapter 7: Cognitive Development (pp.276-317)*

10/10 Intelligence

Sunday 10/14: Chapter 7 quiz due on Canvas by 11:59pm

Week 8

10/15 Intelligence

Reading:

- *Berk Chapter 8: Intelligence (pp.318-357)*

10/17 TBA

Sunday 10/21: Chapter 8 quiz due on Canvas by 11:59pm

Week 9

10/22 Language

Reading:

- *Berk Chapter 9: Language Development (pp.358-399)*

10/24 Language

Sunday 10/28: Chapter 9 quiz due on Canvas by 11:59pm

Week 10

10/29 Exam 2

10/31 Emotional Development/Attachment

Reading:

- *Berk Chapter 10: Emotional Development (pp.400-445)*

Sunday 11/4: Chapter 10 quiz due on Canvas by 11:59pm

Week 11

11/5 Self Development

Reading:

- *Berk Chapter 11: Self and Social Understanding (pp.446-483)*
- *New York: Bronson: The inverse power of praise*

11/7 Moral Development

Reading:

- *Berk Chapter 12: Moral Development (pp.484-527)*

Sunday 11/11: Chapter 11 and 12 quizzes due on Canvas by 11:59pm

Week 12

11/12 Moral Development/Gender Development

Reading:

- *NYTimes: How to raise a moral child*
- *Berk Chapter 13: Development of Sex Differences and Gender Roles (pp.528-565)*

11/14 Gender Development and Stereotyping

Reading:

- *Bronson and Merriman (2009): Even babies discriminate*

Sunday 11/18: Chapter 13 quiz due on Canvas by 11:59pm

11/19 and 11/21 Thanksgiving break

Week 13

11/26 Parenting and Families

Reading:

- *Berk Chapter 14: The Family (pp.556-605)*

- *Gershoff (2013): Spanking and child development: We know enough now to stop hitting our children*
- *NYTimes: Mounting evidence of advantages for children of working mothers*
- *Appreciating how fathers give children a head start*

11/28 Media

Reading:

- *Berk Chapter 15: Peers, Media (pp.606-635)*
- *Kirkorian et al. (2009): The impact of background television on parent-child interaction*
- *Uhls et al. (2014): Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues*
- *NYTimes: Screen addiction is taking a toll on children*
- *NYTimes: How to cut children's screen time? Say no to yourself first*

Sunday 12/2: Chapter 14 and 15 quizzes due on Canvas by 11:59pm

Week 14

12/3 Exam 3

12/5 Review/Wrap Up

Finals week

TBA (Dec 10-15) Optional final exam