

**Spring 2011
PSY 331
Psychology of Infant and Child Development
Tuesday 3:30-6:10 GMCS-333**

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Prerequisites: PSY 101, PSY 230. Proof of completion of Psychology 230 is required. You must bring a copy of your transcript to demonstrate that you have met the prerequisites no later than Tuesday, February 1, 2011 or you will be dropped from the class. You will be responsible to resolve this with the registrar's office. Concurrent enrollment in PSY 230 and PSY 331 is not permitted.

Attendance: Mandatory.

Required Text:

Lightfoot, C., Cole, M. and Cole S.R. (2009). The Development of Children, 6th edition, New York: W.H. Freeman.

Study Guide:

Please see **Blackboard Discussions** on p. 4 and the **Course Schedule** on p. 6 under **Student Learning Objectives**.

Recommended Supplementary Material:

Dictionary: If there is a word that you don't understand, look it up! It may be critical to the concept that you are studying. Here are some options:

Merriam-Webster's (2003). Collegiate Dictionary, 11th Edition.

www.dictionary.com

<http://www.alphadictionary.com/langdir.html>

Purpose and Organization of the Course:

The purpose of this course is to provide an overview of Developmental Science with emphasis on the period from infancy through childhood. Dominant theories are introduced and the importance of research in assessing these theories and in addressing contemporary topics in child development will be discussed.

The course is organized chronologically beginning with fetal development and concluding with biological and social development in middle childhood. The course has three components: text, lecture, and discussion board projects. The text covers a wide range of changes during each major developmental period. The lectures elaborate on material in the text and introduce new material. The discussion board provides an opportunity for you to develop a deeper understanding of the material presented in text and lecture.

General Learning Objectives

Objective 1. Apply basic concepts from PSY 101 and PSY 230 to critically evaluate theories, methods, and findings. Use these concepts to reason *scientifically* about development.

Objective 2. Discover how the *process* of development helps us to understand many phenomena (e.g., language, emotion, problem-solving.) Use the concepts and major theories to account for change over time.

Objective 3. Know the major *theories* of child development, their historical influences, and how they affect the interpretation of experimental findings.

Objective 4. Know the *overarching themes*, persistent questions, and enduring conflicts in Developmental Psychology such as

- a. the influence of heredity and environment
- b. variability and continuity of behavior within and across species

Objective 5. Develop critical thinking skills. Be able to evaluate the *quality of the evidence* for findings in developmental research including:

- a. differentiate empirical evidence from speculation and the probable from the improbable,
- b. Evaluate popular media reports of psychological research,
- c. Seek and evaluate scientific evidence for psychological claims.

Succeeding in this Course:

- 1. Attend all scheduled classes. Notes are not available online.**
- 2. Material from both the text and lecture will appear on the exams. Reading is required.**
- 3. Meet with teaching assistants to study and to review your exams.**
- 4. Attend all exams as scheduled. Make-up exams are not available.**
- 5. Spend 6 hours (per week) studying.**
 - Read and outline the assigned text
 - Review and correct your lecture notes
 - Integrate lecture notes with your outline of the text
 - Test yourself using questions from chapter quizzes
 - Tell yourself stories about the material to integrate the facts that you are learning
 - Draw pictures to illustrate to yourself how facts are related
- 6. Contribute to the weekly discussion boards (required) and study them before exams**

Electronic Proficiency

You must have the following skills in order to participate in this course:

1. Use of basic word processing, email, and Blackboard

-If you have difficulty with any of these basic programs, you are responsible for seeking the appropriate technical support and for insuring that this does not interfere with your participation in the course.

2. Use of proper etiquette and security safeguards when communicating through email and Blackboard.

-Etiquette guidelines can be found in Blackboard Student Support at netiquette.html

Scholarship:

Academic integrity is a fundamental principle of a university community. San Diego State University expects the highest standards of academic honesty from all students.

Violations include: (1) unauthorized assistance on an exam, (2) falsification or invention of data, (3) unauthorized collaboration on assignments, (4) plagiarism, (5) misappropriation of research materials, (6) unauthorized access to your professor's files or accounts, and (7) any other violation of academic integrity as established by your professor.

According to the Merriam-Webster Online Dictionary, plagiarism is:

- to steal and pass off the ideas *or words* of another as one's own
- to use another's work without crediting the source
- to commit literary theft
- to present as new and original an idea from an existing source.

If you violate academic integrity in this course, you will receive a zero for the assignment in question and you will be reported to the Dean's Office. Penalties can be severe. Additional information is available in the SDSU Bulletin, both in print and on-line.

Classroom Conduct:

Please raise your hand and wait to be acknowledged.

- If a concept is unclear to you it is probably unclear to others. Do not otherwise talk or text during class.

Make your questions brief and to the point.

- Extensive commentary distracts other students.

Resolve any schedule conflicts with this class before the second meeting.

- Do not disrupt class by arriving late or leaving early. Arrive on time, turn off your cell phone, and do not pack your belongings until I indicate that class has ended.

Definition of Grades for Undergraduate Students:

A outstanding achievement; available only for the highest accomplishment

B praiseworthy performance; definitely above average

C average; satisfactory performance; the most common undergraduate grade

D minimally passing; less than the typical undergraduate achievement

F failing”

Quantitatively, a grade of A corresponds to earning 90% of the possible points in the course. B corresponds to 80%, C to 70%, D to 60% and F to less than 60% of the possible points in the course. Plus/minus grading is not available.

Final Grade: There are three, non-cumulative, exams and required discussion board participation throughout the semester. Total possible points in the course are 320. The proportion of these points that you earn (i.e., <60, 60+, 70+, 80+, or 90+) will determine your final grade in the course as described above. The assignments for the course, each of which contributes equally to your final grade, are discussed below.

Exams: Each exam will cover approximately one-third of the material presented in the text and lectures. All exams are multiple-choice format. Each exam is worth 80 points and constitutes 25% of your grade in the course. For the first exam, you will need the large red Parscore form (F-288 enrollment form). We will use the regular skinny red Parscore form (F-289) for subsequent exams. Exams account for 75% of your final grade.

You must attend all scheduled exams. There are no make-ups and no exceptions.

Blackboard Discussions: There are 10 required Blackboard discussions corresponding to each of the major topics that we will cover in text and lecture. The applicable dates for each discussion are listed in your syllabus along with the questions that are posted.

Each discussion board will be available from 12pm (noon) on the first day of the assignment until 12pm (noon) on the last day of the assignment. The discussion board will disappear at this time and will be made available again, for review only, one week prior to each scheduled exam.

Participation is **required**. You must contribute **two original posts** to each discussion board. To earn credit, both posts must completely and accurately answer the question they address. Two complete and accurate posts=8 points. You may earn up to 80 points over the course of the semester. Your discussion points account for 25% of your final grade. **There is no partial credit.**

Discussion Post Requirements:

- 1.) Posts may not be copied and pasted from an online source.
- 2.) They may not be copied and pasted from your lecture notes.
- 3.) They may not be verbatim from your text.
- 4.) They must be a thorough and accurate answer (1 -2 substantial paragraphs) to the questions in your own words.
- 5.) Answer the posts as thoroughly as possible using information from both text and lecture.

Students with Disabilities:

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. The web site for Student Disability Services is: <http://www.sa.sdsu.edu/sds/index.html>

Course Schedule

Date	Topic	Student Learning Objectives	Assignment
Jan. 25	First Scheduled Meeting Attendance Crasher List Completion PSY 230 prerequisite evaluated		
Feb. 1	Introduction to Child Development	How did developmental science become an area of scientific study? What are the criteria of scientific investigation and how can we know if they have been met? What methods of data collection are used in developmental science? What are their advantages and disadvantages? What is the role of theories in explaining development?	Chapter 1
Feb. 1 6:30pm - Feb. 6 noon	Introduction	(see above)	Blackboard Discussion
Feb. 8	Bio-cultural Foundations	How do material and symbolic tools influence cultural inheritance? What is meant by the term "co-evolution?" How do the processes of reproduction ensure genetic uniqueness? How is a person's genetic sex determined? What contributes to the expression of sex characteristics? How do mitosis and meiosis differ? What is "heritability?"	Chapter 2

Date	Topic	Student Learning Objectives	Assignment
Feb. 8 6:30pm - Feb. 13 noon	Bio-cultural Foundations	(see above)	Blackboard Discussion
Feb. 15	Prenatal Development	<p>Why is it considered important to understand prenatal development?</p> <p>What important developments occur during the period of the zygote? When do they occur?</p> <p>What important developments occur during the period of the embryo? When do they occur?</p> <p>What important developments occur during the period of the fetus? When do they occur?</p> <p>How might the developing sensory and motor abilities of the fetus prepare it for postnatal life?</p> <p>How do environmental factors affect prenatal development?</p>	Chapter 3
Feb. 15 6:30pm- Feb. 20 noon	Prenatal Development	(see above)	Blackboard Discussion
Feb. 22	Early Capacities/Infancy	<p>What sensory and response capacities are present at birth?</p> <p>What is the status of the central nervous system at birth?</p> <p>How does development of the nervous system allow infants to expand their behavioral capacities?</p>	Chapter 4
Feb. 22 6:30pm- Feb. 27 noon	Early Capacities/Infancy	(see above)	Blackboard Discussion
Mar. 1	Exam 1		

Date	Topic	Student Learning Objectives	Assignment
Mar. 8	First Year of Life	<p>Why does disagreement exist about how much knowledge is innate and how much has to be gained through experience?</p> <p>What changes occur in the developing brain during the first year of life?</p> <p>What is developmental plasticity and why is it important?</p> <p>How does Piagetian theory make sense of the changes in cognition that take place during the first year?</p> <p>Why do developmentalists believe that older babies possess representation? What does representation mean?</p>	Chapter 5
Mar. 8 6:30pm- Mar. 13 noon	First Year of Life	(see above)	Blackboard Discussion
Mar. 15	End of Infancy	<p>How does imitation provide infants and toddlers with a means of learning about the world?</p> <p>Do infants and toddlers imitate <i>everything</i>? What are the limits of imitation?</p> <p>What early speech production and perception capacities are present in the first year? When do these emerge? How do they prepare the infant to learn a native language?</p>	Chapter 6 pp. 201-209 and pp. 222-225
Mar. 15 6:30pm- Mar. 20 noon	End of Infancy	(see above)	Blackboard Discussion

Date	Topic	Student Learning Objectives	Assignment
Mar. 22	Language and Cognition	What are the subsystems of language? What is the major difference among theories regarding the origin of language? How does the social environment contribute to language acquisition? Early in language acquisition, what is the relationship between children's word use and cognition?	Chapter 7
Mar. 22 6:30pm- Mar. 26 noon	Language and Cognition	(see above)	Blackboard Discussion
Mar. 28-Apr. 1	Spring Break		
Apr. 5	Exam 2		
Apr. 12	Early Childhood Cognition	What characteristics of children's thinking seem illogical to adults? Why does the unevenness of $2^{1/2}$ -to 6-year-old children's abilities pose a problem for researchers attempting to explain development? What are the major new theoretical approaches that attempt to address this issue? How does culture influence children's competence?	Chapter 8
Apr. 12 6:30pm- Apr. 17 noon	Early Childhood Cognition	(see above)	Blackboard Discussion

Date	Topic	Student Learning Objectives	Assignment
Apr. 19	Early Childhood Social Development	How do children develop a sense of themselves as individuals and as boys or girls, and as members of a particular ethnic or cultural group? How do children learn to follow social rules? How do different theoretical perspectives explain the development of aggression? Of pro-social behavior? What contributes to the development of gender identity?	Chapter 9
Apr. 19 6:30pm- Apr. 24 noon	Early Childhood Social Development	(see above)	Blackboard Discussion
Apr. 26	Middle Childhood	What characteristics of behavior in middle childhood lead adults to assign greater responsibilities to children? How are changes in the structure and function of the brain during middle childhood related to their increased abilities? How, according to Piaget, is children's thinking different than it was during early childhood? Is this new way of thinking universal?	Chapter 11
Apr. 26 6:30pm- May 1 noon	Middle Childhood	(see above)	Blackboard Discussion
May 3	Review		
May 7	Exam 3		
May 17: 4pm	Optional Final		

