

Psychology of Infant and Child Development, PSY 331
Spring 2009

Instructor: Barbara A. McDonald, Ph.D.

Email: bamedonald.psych@gmail.com

Office: 24K Life Sciences, 594-6293

Office hours: Tuesdays, 1-2 pm in my office

TA: Morgan Thyken (m_thyken@hotmail.com)

Course Purpose:

The purpose of this course is to acquaint you with the psychology of infants and children. We will cover the theories of development, the research and the concepts that help psychologists understand the birth process, the capabilities of babies, toddlers, preschool children and children in the elementary school years. The course is organized around these progressing age groups through a physical, cognitive and social/emotional development model. Each class period will present information using lectures as well as videos, group discussions, class visitors and current events. You will be able to keep track of course information and any changes in the syllabus plus your grade by looking at Gradebook on Blackboard (see below).

Required Textbook:

The textbook for this course is Infants and Children, 6th Edition, by Laura E. Berk. Please note that the book is used quite a bit in the course. As you look at the course schedule you will note specific concepts and questions from the text. These topics will be used during lecture and will sometimes be used in an in-class group assignment. There will also be information presented in lecture that is not from the book - you will be responsible for all information presented during lecture.

Using Blackboard:

In order to stay current with the class notes and announcements, you must use Blackboard. To access it, go to <http://blackboard.sdsu.edu>. You will need to enter your user name and password (this is what you also need to check grades). Check Blackboard at least weekly to print lecture outlines and stay alert for any changes in the course syllabus, test dates and the like.

Course Grade:

The course grade will consist of your performance on four exams, and seven (out of eight) group assignments plus points for the Group Presentation. The tests will be worth 100 points apiece. The in-class group assignments will be worth 10 points apiece. Extra credit will be given to students who arrange to bring in babies and their parents, preschool children and elementary school children as class visitors. Tests will consist of multiple-choice questions. There are 480 total possible points.

		Points Each	Points Total
EXAMS	4 Tests	100	400
In-class Assign	8 will be offered (7 will be counted toward your grade)	10	70
Group Presentation	Points determined by the topic content & delivery	10	10
Total			480

Test 1 will cover chapters 1-4 and all lecture and discussion material. Test 2 will cover chapters 5-7, and all lecture and discussion material. Test 3 will cover chapters 8-10 as well as all lecture and discussion material and Test 4 will cover chapters 11-13 plus all lecture and discussion material. Tests will consist of 50 multiple-choice questions, worth 2 points apiece.

In-class Group Assignments

You will be assigned to a group during the second lecture of the semester. Because this is a large lecture class, this is one of the ways I will get to know you – by your group and how well your group does. Group assignments will be done in class and may not be announced in advance so best to come to class. Two of the groups will be devoted to a project concerning the family. This will be described more in class. The Group Presentation project may take some extra time outside of class and will require some creativity and cooperation. Then, there will be a Group Presentation about your project. Each group will have 5 minutes to present their project (think of how much information can be given in a one minute commercial). When there is a group assignment, each group will be given a handout to fill out with the report of your discussion. Usually, the discussion will relate to the important information and topics from class (or the previous one) so keeping up with the reading will help your group scores. How do you get your points for group? You personally sign the handout and we will give you the number of points your group received. Our TA, Morgan, will be in charge of group coordination and will record group points.

HERE IS THE IMPORTANT INFORMATION ABOUT GETTING YOUR POINTS: SIGN THE GROUP SHEET HANDOUT. IF YOU DO NOT SIGN IT, WE WILL NOT GIVE YOU POINTS. IF YOU DO SIGN IT AND STILL DO NOT GET POINTS, THIS IS AN ERROR IN RECORDING IT. Once points have been uploaded to Blackboard, check to see if you got your points. PLEASE EMAIL our TA Morgan WITHIN A WEEK TO RECTIFY THE SITUATION. AFTER A WEEK'S TIME, IT IS TOO LATE. IN OTHER WORDS, BE RESPONSIBLE FOR YOUR OWN POINTS, CHECK BLACKBOARD EVERYWEEK TO MAKE SURE YOU ARE GETTING YOUR POINTS AND CONTACT THE TA IMMEDIATELY IF YOU DON'T GET THE POINTS YOU EXPECT.

Course Policies

- **Attendance:** We will take attendance every day. Be sure to sign in.
- **Respect:** While in class, please show respect not only to the instructor but also to the other students—no cell phones, pagers or two-way walkie-talkies. No texting, instant messaging, or ipods. Also, please be sensitive to the opinions of others by refraining from side conversations, interruptions, sleeping, etc.
- **Students with disabilities:** ADA/Accommodations: San Diego State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Student Disability Services (SDS), 619.594.6473 or online at <http://www.sa.sdsu.edu/sds>. SDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the SDS.
- **Academic dishonesty:** The Student Code of Conduct is online at <http://www.sa.sdsu.edu/srr/conduct1.html>. The academic dishonesty code specifies actions for behaviors such as cheating on tests, plagiarism, and/or inappropriately collaborating with others. I will enforce the code in the course; cheating or other violations will result in appropriate penalties, including a failing grade on the assignment or in the course, and the reporting of that incident to the Office of Student Rights and

Responsibilities. Students have the right to appeal such action in accord with the due process.

- **Exams:** If you know that you will miss an exam, please *make arrangements with the instructor at least 1 week prior to the exam*. If you miss an exam without making prior arrangements, you will need appropriate documentation to take the exam. Make-up exams will be determined on a case-by-case basis and must be taken during my office hours.
- **Grades** are based on percentage of course points received, with 90% and above = A- to A; 80-89% = B-, B, or B+; 70-79% = C-, C or C+; 60-69% = D-, D or D+; and below 60 = F. Extra credit points (for BABY Day or bringing in visitors) are applied AFTER the overall grade has been assigned and are not added to your overall course points. Extra credit can *potentially* raise your grade a plus or minus higher.

Course Schedule: Stay tuned to lecture and Blackboard for any changes to this syllabus.

Date	Topic	Preparation
WEEK ONE		
Thu 1/22	Intro to course, brief lecture on theory and research Topic: How does one domain of development Affect development in another domain? p. 9	Chap 1
WEEK TWO		
Tue 1/27	Biological & Environmental Foundations Topic: How does poverty affect functioning of family system? P.82 Groups formed today!	Chap 1 & 2
Thu 1/29	Biological & Environmental Foundations Important concept: how do nurture and nature work together? (p. 85)	Chap 2
WEEK THREE		
Tue 2/3	Important concept: Direct and Indirect Influences of the family, pp. 69-71 Begin Prenatal development	Chap 2&3
Thu 2/5	Prenatal Development Topic: How is brain development related to Fetal behavior? How does fetal behavior relate to Baby's temperament after birth? P. 104	Chap 3
WEEK FOUR		
Tue 2/10	Continue prenatal development, begin Birth and the Newborn Movie	Chap 3&4
Thu 2/12	More on Birth/Newborn; test review	
WEEK FIVE		

Tue 2/17 Test 1 – Scantron Form: GREEN 882-E

Thu 2/19 Physical development Chap 5
Important concept: Brain development, lateralization, plasticity
And sensitive periods, pp. 165-176
Topic: What is your attitude toward parent-infant co-sleeping?
How is this influenced by your cultural background?
P. 177

WEEK SIX

Tue 2/24 Important concept: motor development Chap 5&6
Cognitive development in infancy & toddlerhood
Begin Piaget and the Sensorimotor Stage, pp. 208-217

Thu 2/26 Cognitive Development in infancy & toddlerhood Chap 6
Important concept: Language development, pp. 236-246

WEEK SEVEN

Tue 3/3 Emotional & Social Development in Infancy Chap 7
Important concept: Attachment pp. 268-282
Topic: How do babies of depressed mothers
Develop self-regulation? P. 160 & 258

Thu 3/5 **BABY DAY** In this class we will entertain and be entertained
by babies under the age of 18 months. See Morgan if you want
to bring a baby to class on this day.

WEEK EIGHT

Tue 3/10 Emotional & Social Development in Infancy Chapter 7
Topic: How would you describe your temperament
As a young child? How did caregivers respond to you?
pp. 260-266

THU 3/12 Test 2 – Scantron Form: GREEN 882-E

WEEK NINE

Tue 3/17 Physical development in early childhood Chap 8
Important concept: Brain Development, pp. 296-299
Topic: What is the fine motor development
Of preschoolers and how is it displayed in
Children's drawings? P. 306-307

Thu 3/19 Cognitive Development Chap 8 & 9
Begin Piaget and Preoperational Stage, pp. 322-332

WEEK TEN

Tue 3/24 Cognitive development in early childhood Chap 9
Important concept: Theory of Mind, pp. 343-345
Topic: What factors influence children's
Problem solving strategies and why do they
Follow an overlapping-waves pattern? P. 342

Thu 3/26 Cognitive development Chap 9
Important Concepts: Intelligence, preschool, childcare,
Television
Also, language development, pp. 355-361

SPRING BREAK – 3/31 to 4/2

WEEK ELEVEN

Tue 4/7 Emotional and Social development Chap 10
Important concept: development of emotional competence
Topic: How do parents contribute to preschoolers'
Self-esteem, emotional self-regulation, self-conscious
Emotions and empathy and sympathy? P. 369

Thu 4/9 Emotional and social development Chap 10
Important concept: Morality, pp. 380-390 and Gender
Typing and Identity, pp. 391-398

WEEK TWELVE

Tue 4/14 Test 3 – Scantron Form: Green 882-E

Thu 4/16 Physical Development in Middle Childhood Chapter 11
Children's play
Begin Group Project: The Family

WEEK THIRTEEN

Tue 4/21 Cognitive development in middle childhood Chap 12
Piaget and the Concrete Operational Stage
Continue Group Project: The Family

Thu 4/23 Cognitive development in middle childhood Chap 12
Important concept: Information processing theory

And applications to academic learning, pp. 442-450

WEEK FOURTEEN

Tue 4/28 **Group Presentations: The family**

Thu 4/30 Educational programs in middle childhood Chap 12
Important concept:
Factors associated with School Learning, pp. 466-476

WEEK FIFTEEN

Tue 5/5 Emotional and social Development Chap 13
Important concept: Self-esteem, self understanding
Group Project

Thu 5/7 Emotional and social development Chapter 13
Important Concept: Family influences, pp. 506-522

WEEK SIXTEEN

Tue 5/12 **Course conclusion!**

Thu 5/14 **Test 4 Scantron : Green Scantron 882-E**
(NOTE: this This is your last exam for this course)