

Psychology 124: Child Development
Spring 2015, T/Th 8:30-9:50 (Lab Tues 1:30-3:30)
Olin 202
Prof. Sarah Dunphy-Lelii

Prof's office: Preston 102
Office Hours: Mondays (1:30-3) & Wednesdays (11:45-1)
Email: sdl@bard.edu

Required Texts:

Infants & Children: Prenatal through Middle Childhood (7th Ed), by L. Berk

Course Overview

In this course we'll consider development from conception through early adolescence, with an emphasis on how the changes in children's minds, bodies, emotions, and social interactions work together to produce behaviors both universal to our species and unique to each individual. In considering the question "What environments promote optimum development for children?" We will relate empirical findings to the field's theoretical models of the genetic, biological, cognitive, and cultural influences on development. A diversity of writing, speaking, group, and hands-on experiences (including nursery school observations) will augment readings from the text, popular culture, and research journals.

Course Objectives:

- 1) To gain skill in recognizing developmental milestones in children, and to be able to meaningfully contextualize these milestones into key domains (cognitive, social, emotional, etc).
- 2) To explore the interaction of biological and environmental influences on typical development during childhood.
- 3) To consider both individual differences between children, and the universalities that characterize humans of particular ages.
- 4) To practice critical thinking skills about the process of theory formation, experimental design, and data interpretation (research) in child development, and to thoughtfully apply these to consideration of policy and intervention.

Diversity in the classroom:

Students in our class come from a variety of backgrounds and viewpoints, and have a range of learning styles. It is very exciting to be able to benefit from these sorts of differences, and I anticipate a learning situation in which all styles and backgrounds are respected and challenged in a way that promotes personal growth. To this end, I expect all members of the class to engage in our activities and discussions, and to voice their opinion in a way that respects others while fostering a climate of intellectual curiosity and enthusiasm.

I have chosen several different styles of assessment with diversity of learning styles in mind – some exams will be multiple choice or short-answer, some will involve written reflection of a controversial issue in child development, and some will be more group- or discussion-based. I encourage each student to explore these different learning styles, even if they seem foreign at first, and to discover new ways of engaging with the material.

Points break-down:

There are a total of 105 possible points in this class. Your grade will be determined from the following specific requirements:

3 Exams –15 points each

Short-answer exams will also include multiple-choice questions. These exams will take place in class on the dates noted in your syllabus. Make-up exams will not be given except in cases of true emergency or prior arrangement.

Mini-lab write-ups (due by lecture) – 5 points each

These short, 2-3-page write-ups are somewhat less formal than the lab reports, and give you the chance to reflect on your observations (both live in the nursery school and online). The particular assignment descriptions are posted on Moodle in the weeks they're due. You'll save your write-ups in .pdf form and upload them to Moodle via the link posted in that same week (uploads due by the beginning of lecture on the dates listed below).

- Write-up 1: First visit (due March 3)
- Write-up 2: Babycenter.com (due March 10)
- Write-up 3: Second visit (due March 17)

3 Lab Reports (due in lab) – 10 points each

The best way to master material about child development is to go out and do it with your own hands. For the lab portion of the class, you will be developing your own hypotheses, gathering data, analyzing your results, and presenting your conclusions in writing. Each lab report will be handed in in two stages – some portions in draft (due in hard copy), and then the final version (posted in .pdf form to Moodle). More detail about each project will be posted on Moodle during the semester.

- Lab Report 1: Infant IQ assessment (draft due March 3, final due March 24)
- Lab Report 2: Nursery School 1 (draft due April 7, final due April 14)
- Lab Report 3: Nursery School 2 (draft due April 28, final due May 15)

6 Quizzes – 2 points each (lowest quiz grade dropped for a total of 10 possible pts)

These short quizzes will be completed at the beginning of class on the dates posted on the syllabus. There will be no make-ups, and those who arrive late will not receive extra time.

Active Participation –5 points

It is extremely important that everyone attend class regularly. Child development is a fascinating topic, and one that benefits greatly from discussion and active participation. In planning activities and discussions, I take into account the number of people in the class – for this reason, let me know ahead of time if you know you will miss class. To ensure that we can all reap the benefits of good preparation and participation, I expect that everyone will be in attendance in body and spirit – ask questions, give your opinion, and be prepared. This portion of your grade comes from active engagement in class; each class/lab day you'll get a point (or not) for active participation and these will be compiled into a grade at the end of the semester.

Class Policies

- **Attendance:** Attendance in lab is mandatory – we will do a significant amount of groupwork that requires you to pull your weight for the good of the group. Each lab absence will result in a lowering of your grade by **2 percentage points**.
- **Plagiarism:** At this point in your academic careers, you should be familiar with what qualifies as plagiarism. Presenting someone else’s ideas or words as your own can take many forms, including using someone else’s assignment or failing to properly cite the sources of ideas or words. Students caught plagiarizing will be reported to the Academic Judiciary Board. Plagiarism will result in getting a zero on the assignment and possibly failing the course. If you have any doubts at all as to what constitutes plagiarism, ask me.
- **Late assignments:** All assignments are due at the beginning of class. I will not grant extensions for assignments without prior consent or a doctor’s note. Late assignments will be penalized 2 points for every 24 hours past the due date. This means that for a paper that is anywhere from 30 minutes to 24 hours late, the highest grade you can receive will be a B (13/15).
- **Accommodations:** Let me know by the end of the second week of the semester of any special accommodations that you may need. I will need to see documentation of these in order to work with you to find a solution.
- **Paper formats:** While the papers may call for some personal reflection or an informal narrative style, it is still expected that you will turn in academic writing fit for a university community. Use appropriate language, check for spelling and grammar mistakes, use page numbers, and staple multiple pages together. All papers should be in 12 point, Times New Roman, and double-spaced. You will hand in drafts to me on paper, and you will submit final labs to Moodle in pdf format.

Resources

- The syllabus, the PowerPoint presentations, and other resources will be posted on Moodle. Go to inside.bard.edu and click on the “moodle” link in the lefthand column. Sign in with the enrollment key “childdevS15”, and click on this course.
- Assigned readings other than the Berk text can be downloaded from Bard’s ReservesDirect system. To do this, go to: reservesdirect.bard.edu and search for the course. The password is: 11111111
- **Writing help:** You may wish to contact the Bard Learning Commons (BLC) (<http://inside.bard.edu/learningcommons/>, email: blc@bard.edu) for help with writing, organization, time management, and many other academic concerns.
- **Counseling services:** The material we cover in class will sometimes involve sensitive and personal issues, and students may experience reactions they find difficult to cope with. The Bard College Counseling Service may be able to help in these situations <http://inside.bard.edu/campus/services/counseling/index.shtml>, phone: 758-7433.

Arrive prepared to discuss:

Due Today:

Tues Jan 27		
Thurs Jan 29 History	Berk (Ch 1)	
Tues Feb 3 Foundations	Berk (Ch 2)	
Thurs Feb 5	Shipler (2004): Working Poor	
Tues Feb 10 Prenatal	Berk (Ch 3)	Quiz 1 (Ch 1 & 2)
Thur Feb 12 Birth & Newborn	Berk (Ch 4)	
Tues Feb 17	Widaman (2009)	
Thurs Feb 19 Phys. Infancy	Berk (Ch 5)	Quiz 2 (Ch 3 & 4)
Tues Feb 24	Morelli et al (1992)	
Thurs Feb 26	Exam 1 (Ch 1-5)	
Tues March 3 Cog. Infancy	Berk (Ch 6)	Write-up from 1 st visit
Thurs March 5	Karr-Morse & Wiley: Hand that Rocks	
Tues March 10 Emot. Infancy	Berk (Ch 7)	Babycenter write-up

Thurs March 12	Gopnik et al. (1999)	
Tues March 17	NO CLASS - SPRING BREAK	Write-up from 2 nd visit
Thurs March 19	NO CLASS – SPRING BREAK	
Tues March 24 <i>Phys. Child</i>	Berk (Ch 8) Taking Sides (Spanking)	
Thurs March 26	Armfield et al (2013)	Quiz 3 (Ch 7 & 8)
Tues March 31 <i>Cog. Child</i>	Berk (Ch 9)	
Thurs April 2	Slaughter et al (2013)	
Tues April 7 <i>Emot. Child</i>	Berk (Ch 10)	Quiz 4 (Ch 9)
Thurs April 9	Taylor (1999): Imaginary Friends Rymer (1993)	
Tues April 14	Exam 2 (Ch 6, 7, 8, 9, 10)	
Thurs April 16 <i>Phys. Middle</i>	Berk (Ch 11)	
Tues April 21	Taking Sides (TV)	
Thurs April 23 <i>Cog. Middle</i>	Berk (Ch 12)	
Tues April 28	NO CLASS - ADVISING DAY	

Thurs April 30	Taking Sides (Education)	Quiz 5 (ch 11)
Tues May 5 Emot. Middle	Berk (Ch 13)	
Thurs May 7	Taking Sides (Divorce) Kearney (2006): Social Withdrawal	Quiz 6 (Ch 12 & 13)
Tues May 12 .	NO CLASS – PSYCH BOARDS	
Thurs May 14	NO CLASS – PSYCH BOARDS	
Tues May 19	Exam 3 (Ch 11, 12, 13, 14)	