

**PSYCHOLOGY 331**  
**PSYCHOLOGY OF INFANT AND CHILD DEVELOPMENT**  
**FALL 2008**

Class Time: Tues & Thurs 2 – 3:15  
Location: Arts and Letters (AL) 105  
Prerequisites: PSY 101, PSY 230

**PROFESSOR: DR. PAMELA MOSES**

**Office Hours:** Directly after class or by appointment. I will be available to talk with students directly after class. Since my office is not on the main campus, I meet with students by appointment, often on campus for the student's convenience.

**Email:** [pmoses@sciences.sdsu.edu](mailto:pmoses@sciences.sdsu.edu). Include "331 2pm class" in the subject field.

**Office:** 6363 Alvarado Court, Ste 225, Room L

**Phone:** 619-594-8675

**TEACHING ASSISTANT: BRIAN ADAMS**

Office Hours & Location: Mon 12:30 - 2pm, LS 118J

Email: [badams@rohan.sdsu.edu](mailto:badams@rohan.sdsu.edu)

**REQUIRED TEXTBOOK**

Cole, M., Cole, S.R., and Lightfoot, C. (2005). *The Development of Children*, (5<sup>th</sup> Ed.), New York: Worth. The textbook is available for purchase at the SDSU Bookstore (Aztec Shops). A copy of the text is on reserve in the library.

**ASSIGNED ARTICLES**

Werner, E.E. (2005). Children of the garden island. In M. Gauvain & M. Cole (Eds.), *Readings on the Development of Children* (pp. 18-24). New York: Worth. Reprinted from *Scientific American*, 1989, 260, 107-111.

Zimmerman, F.J., Christakis, D.A., & Meltzoff, A.N. (2007). Associations between media viewing and language development in children under 2 years of age. *Journal of Pediatrics*, 151, 364-8.

These articles will be available as PDFs on Blackboard.

**COURSE DESCRIPTION**

This course will present the major changes in human development from the point of conception through childhood. This upper division class will move beyond descriptions of "what" changes and "when", to explore questions of "how" and "why" children develop as they do. Topics will include physical, cognitive and social development. We will also examine the major theories and methods in the field of developmental psychology, see how those theories have shaped our current knowledge of child development, and look ahead to new directions.

**COURSE OBJECTIVES**

In the course you will learn to:

1. Identify the major milestones of physical, cognitive and social development with an understanding of their interdependence.
2. Identify the processes underlying developmental changes in infancy and childhood.
3. Understand the research strategies and practices used for studying development as a scientific discipline.
4. Critically evaluate published research studies and their implications.
5. Compare and contrast the major theoretical frameworks of developmental psychology.

## COURSE FORMAT

This course will include lectures, reading assignments, infant visits, video presentations, exercises, demonstrations and class discussions. The lectures will often include material that is not in the textbook or readings, so it is necessary that you attend the lectures to perform well in this course.

## BLACKBOARD

There is a website for this course on Blackboard: <https://blackboard.sdsu.edu>. Announcements, assignments and grades will be posted on this site. Outline slides for the lectures will also be posted on blackboard. These outlines do not present the full content of the lectures; rather, they are intended to assist you in taking notes during the lecture. They will not be an adequate substitute for attending class. Plan to check the site at least twice a week for new postings.

## GRADING

|                               |                    |
|-------------------------------|--------------------|
| Exams (4)                     | 80% of total grade |
| Assignments and participation | 20% of total grade |

**Exams:** Exams will cover the assigned reading and lectures, including infant visits, videos, demonstrations and discussions. They will also include material from the reading not covered in lecture. Exams will be composed of multiple-choice questions. Plan to bring a **red scantron F289** answer sheet to the exams. **There will be no make up exams.**

In this course there are five exams, including an optional cumulative final exam. Your grade will be calculated based on the four highest scores (an absent score or the lowest score will be dropped).

**Assignments: Written Assignments:** There will be two written assignments based on the assigned articles. Each assignment will be worth 25 points.

**Short Assignments:** Throughout the semester, there will be in-class activities, or short assignments to complete in preparation for class participation or through blackboard. These assignments will be worth 5-10 points each and are intended to give you credit for class participation and assist you in integrating information in preparation for the exams. There will not be make-ups for these participation assignments.

**Course grade:** The total possible points you can earn in this course is 500. Exams = 100 points each (400 total points), written assignments (50 points total), participation assignments (50 points total). Your final grade will be determined by the total points you earn, expressed as a percentage of the total points possible using the following scale.

A = 93% and above, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = below 60%.

## ATTENDANCE & PARTICIPATION

Attendance in each class is expected and is crucial for learning the course material. I strongly encourage your active participation in class. The lectures will encompass material that is not in the text. Each student will be responsible for the full content of lectures including videos and demonstrations.

*\*During class be respectful of fellow students by turning off cells phones, refraining from text messaging, and remaining in class until the end of the class period.*

## ACADEMIC INTEGRITY

Academic dishonesty, cheating or plagiarizing (presenting ideas or words of another person or another source as one's own), is unacceptable. If you cheat on an exam, you will receive 0 points for the exam and will not be allowed to drop that score. Instances of cheating will be reported to the Office of Judiciary Procedures and may result in a failing course grade. See [Senate.sdsu.edu/policy/policy\\_file.pdf](http://Senate.sdsu.edu/policy/policy_file.pdf) for more information on university policy.

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**SCHEDULE OF TOPICS AND ASSIGNED READINGS**

| <b>Week</b>                        | <b>Date</b>    | <b>Topic</b>   | <b>Reading</b> |
|------------------------------------|----------------|--|----------------|
| <b>IN THE BEGINNING</b>            |                |  |                |
| 1                                  | Sept 2         | Introduction to the course   |                |
|                                    | Sept 4         | Theoretical perspectives   | Chapter 1      |
| 2                                  | Sept 9         | Tools of the trade: Developmental research methods                           | Chapter 1      |
|                                    | Sept 11        | Prenatal development I   | Chapter 3      |
| 3                                  | Sept 16        | Prenatal development II  | Chapter 3      |
|                                    | Sept 18        | <u>The first months of life</u>  | Chapter 4      |
| 4                                  | Sept 23        | Major theories of development in early infancy                               | Chapter 4      |
| <b>INFANCY &amp; TODDLER YEARS</b> |                |  |                |
|                                    | Sept 25        | Infant visitor: Observation and demonstration                                | Chapter 4      |
| 5                                  | <b>Sept 30</b> | <b><u>EXAM I</u></b>   | <b>EXAM</b>    |
|                                    | Oct 2          | Are they born with it?   | Chapter 2      |
| 6                                  | Oct 7          | Genes and the environment  | Chapter 2      |
|                                    | Oct 9          | <u>First year of life</u> : Growth, locomotion and perception                | Chapter 5      |
| 7                                  | Oct 14         | Now you see it, now you don't: Infants' knowledge about objects in the world | Chapter 5      |
|                                    | Oct 16         | Infant visitor: Observation and demonstration                                | Chapter 5      |
| 8                                  | Oct 21         | <u>Second year of life</u> : Part I  | Chapter 6      |
|                                    | <b>Oct 23</b>  | <b><u>EXAM II</u></b>  | <b>EXAM</b>    |

|                         |               |  |                              |
|-------------------------|---------------|--|------------------------------|
| 9                       | Oct 28        | <u>Second year of life: Part II</u>  | Chapter 6                    |
|                         | Oct 30        | Enhanced development (Mozart Effect, Baby Einstein)<br>Fact or fiction? How can we tell? | Short assigned article       |
| <b>EARLY CHILDHOOD</b>  |               |  |                              |
| 10                      | Nov 4         | How important are the early years?   | Chapter 7                    |
|                         | Nov 6         | Vulnerability and resilience   | Chapter 7 & assigned article |
| 11                      | Nov 11        | Veteran's Day – No Class   |                              |
|                         | Nov 13        | The puzzle of language   | Chapter 8                    |
| 12                      | <b>Nov 18</b> | <b>EXAM III</b>  | <b>EXAM</b>                  |
|                         | Nov 20        | Early childhood thought: Islands of competence   | Chapter 9                    |
| 13                      | Nov 25        | Piagetian and Post-Piagetian views   | Chapter 9                    |
|                         | Nov 27        | No class – HAPPY THANKSGIVING  |                              |
| 14                      | Dec 2         | Child's play   |                              |
| <b>MIDDLE CHILDHOOD</b> |               |  |                              |
|                         | Dec 4         | Attainments of middle childhood  | Chapter 12                   |
| 15                      | Dec 9         | Bridging the islands of competence   | Chapter 12                   |
|                         | Dec 11        | <b>EXAM III</b>  | <b>EXAM</b>                  |
| 16                      | Dec 16        | <b>FINAL EXAM: Tuesday Dec 16, 13:00-15:00 (1-3 pm)</b>                                  | <b>FINAL EXAM</b>            |

Note that the schedule of topics may be adjusted during the semester, however the exam dates will not change. Any modifications will be announced in class.