

**Fall 2010**  
**PSY 331**  
**Psychology of Infant and Child Development**  
**Tuesday                      3:30-6:10                      GMCS-333**

**Professor:** Dr. Margaret Friend  
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**Phone:** 594-0273  
**Office Hours:** Monday 4-6pm; Tuesday 1-3pm

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**Office Hours:** Wednesday 11-2pm

**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, September 7, 2010 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, 6<sup>th</sup> edition, New York: W.H. Freeman.

**Study Guide:**

Lightfoot, C. (2009). Study Guide for The Development of Children, 6<sup>th</sup> edition, New York: W.H. Freeman.

**Recommended Supplementary Material:**

A 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.dictionary.com)

<http://angli02.kgw.tu-berlin.de/call/webofdic/diction3.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.

Your final grade will reflect your mastery of these objectives.

### Succeeding in this Course:

1. Attend all scheduled classes. **Notes are not available online.**
2. Complete assigned readings. Material from both the text and lecture will appear on the exams. **Reading is required.**
3. Meet with my teaching assistant to fine tune your study skills.
4. Attend all exams as scheduled. **Make-up exams are not available.**
5. Spend 6 hours per week (2 hours/hour of lecture) studying each section as it is being covered in class.
  - 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 and study guide
  - Tell yourself stories about the material to integrate the facts that you are learning
  - Draw pictures to illustrate to yourself how facts are related
  - 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 and Plagiarism:**

Academic integrity is a fundamental principle of a university community. Violations of academic integrity include the following: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) plagiarism, (5) misappropriation of research materials, (6) unauthorized access to your professor's files or computer account, and (7) any other serious violation of academic integrity as established by your professor. Using someone else's work as if it were your own or letting someone else use yours is dishonest. **Failure to maintain academic integrity on a test or assignment in this course will automatically result in a grade of zero for that test or assignment and you will be reported for Judicial Review. Penalties can be severe.** More specific 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. Please do not otherwise talk or text during class as this is distracting to me and to those around you.

Make questions brief and to the point. Extensive commentary is distracting. (My answer might be on your exam.)

Arrive in class on time, Turn off your cell phone, Do not pack your belongings until I indicate that class has ended.

Schedule conflicts with this class must be resolved before the second meeting. Do not disrupt class by arriving late or leaving early.

## **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.**

**Keep Track of Your Grades:** This is a link to a GPA calculator to help you plan ahead to achieve your desired GPA and to graduate on time:

**<https://monet.sdsu.edu/es/advising/gpacalc/gpacalc.cfm>**

**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. There is no final. 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 the second and third exams.

**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 6:30pm 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 constitute 25% of your grade in the course. 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 (at least 3 to 5 sentences) to the questions in your own words.

**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
<b>Aug. 31</b>	First Scheduled Meeting Attendance Crasher List Completion PSY 230 prerequisite evaluated		
<b>Sept. 7</b>	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
<b>Sept. 7- 12</b>	Introduction	(see above)	Blackboard Discussion
<b>Sept. 14</b>	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
<b>Sept. 14-19</b>	Bio-cultural Foundations	(see above)	Blackboard Discussion

<b>Date</b>	<b>Topic</b>	<b>Student Learning Objectives</b>	<b>Assignment</b>
<b>Sept. 21</b>	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
<b>Sept. 21-26</b>	Prenatal Development	(see above)	Blackboard Discussion
<b>Sept. 28</b>	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
<b>Sept. 28-Oct. 3</b>	Early Capacities/Infancy	(see above)	Blackboard Discussion
<b>Oct. 5</b>	Exam 1		

Date	Topic	Student Learning Objectives	Assignment
Oct. 12	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
Oct. 12 - 17	First Year of Life	(see above)	Blackboard Discussion
Oct. 19	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
Oct. 19 - 24	End of Infancy	(see above)	Blackboard Discussion

Date	Topic	Student Learning Objectives	Assignment
Oct. 26	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
Oct. 26 - 31	Language and Cognition	(see above)	Blackboard Discussion
Nov. 2	Exam 2		
Nov. 9	Early Childhood Cognition	What characteristics of children's thinking seem illogical to adults? Why does the unevenness of 2 <sup>1</sup> / <sub>2</sub> -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
Nov. 9 - 14	Early Childhood Cognition	(see above)	Blackboard Discussion

Date	Topic	Student Learning Objectives	Assignment
<b>Nov. 16</b>	Early Childhood Social Development	<p>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?</p> <p>How do children learn to follow social rules?</p> <p>How do different theoretical perspectives explain the development of aggression? Of pro-social behavior?</p> <p>What contributes to the development of gender identity?</p>	Chapter 9
<b>Nov. 16 - 21</b>	Early Childhood Social Development	(see above)	Blackboard Discussion
<b>Nov. 23</b>	Thanksgiving Break		
<b>Nov. 30</b>	Middle Childhood	<p>What characteristics of behavior in middle childhood lead adults to assign greater responsibilities to children?</p> <p>How are changes in the structure and function of the brain during middle childhood related to their increased abilities?</p> <p>How, according to Piaget, is children's thinking different than it was during early childhood? Is this new way of thinking universal?</p>	Chapter 11
<b>Nov. 30–Dec. 5</b>	Middle Childhood	(see above)	Blackboard Discussion
<b>Nov. 7</b>	Review		
<b>Dec. 14 @ 4pm</b>	Exam 3		

