

Principles of Child Development (85-221)

Spring 2017

Sharon M. Carver

Location: DH 1112, Tuesday & Thursday, 3:00 - 4:20 pm

Professor: **Sharon M. Carver** (412-268-1499) Margaret Morrison 17D
sc0e@andrew.cmu.edu

Office Hours are flexible; email for an appointment.

Teaching **Will Crouch** (wcrouch@andrew.cmu.edu)

Assistants: **Adam Dickter** (adickter@andrew.cmu.edu)

Katie Kim (khk1@andrew.cmu.edu)

Office Hours are flexible; email for an appointment. TAs will arrange to meet you in Hunt Library, or another mutually agreeable public space.

Goals: By the end of this course, students should be able to

- Identify key **milestones** in children's biological, cognitive, and social development from conception through adolescence.
- Compare, contrast, and critique theories (alternate **perspectives**) re: research methods and ethical considerations for studying development and re: how development works (i.e., hypothesized **mechanisms**).
- Relate the facts, theories and methods of developmental psychology to everyday problems, social issues and real world concerns across a variety of cultural contexts (i.e., possible **applications**).
- Describe historical changes in the science of child development and the central challenges for psychologists.
- Demonstrate curiosity about child development and enthusiasm for the field by independently pursuing topics of interest.

Conceptual Framework:

- 1) **What develops when?** To understand biological, cognitive, social and emotional MILESTONES at different points in children's lives.
- 2) **How?** To identify general factors that contribute to development and the specific MECHANISMS by which they cause change.
- 3) **Says who?** To consider how answers to each of the above questions depend on one's PERSPECTIVE and one's sources and methods of data collection, all of which depend on theoretical stance, culture, and historical period.
- 4) **Then what?** To explore specific APPLICATIONS of the What/When and How of development to everyday professional and personal life.

Texts: **How Children Develop** Fourth Edition (Worth 2014)
Robert Siegler, Judy DeLoache, Nancy Eisenberg & Jenny Saffran
Mind in the Making: The Seven Essential Life Skills Every Child Needs (Morrow 2010) Ellen Galinsky

Who Can Help? Each student is responsible for being familiar with the course syllabus, blackboard resources, etc. and for seeking help when questions or concerns arise. Course instructors are committed to every student learning the course material effectively, so please contact one of us in a timely manner to arrange for assistance. We suggest using email for quick questions and office hours for lengthier discussions.

BLACKBOARD <http://www.cmu.edu/blackboard/>

Each student registered for the course has access to many course resources via Blackboard by using your regular Andrew user ID and password. The syllabus, class session notes, assignments, prior exams, quality papers and exam answers, etc. are available. You may print class notes prior to class for use in note-taking.

Use of Mobile Devices, Laptops, etc. During Class: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices, put away your phones, and close your laptops during class.

Special Accommodations: The **Office of Equal Opportunity Services** provides support services for students facing both physical and learning challenges. For individualized academic adjustment based on a documented disability, contact Equal Opportunity Services at eos@andrew.cmu.edu or 268-2012. Please be proactive in arranging accommodations by meeting with Dr. Carver early in the semester. Students who have difficulty with English fluency may also arrange accommodations.

Lesson Recording: Classroom activities may be taped or recorded by a student for the personal use of that student or for all students presently enrolled in the class only, but may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of Dr. Carver.

Cheating and Plagiarism: Each student is responsible for being thoroughly familiar with the details of the university's standard for academic integrity, as posted at <http://www.cmu.edu/academic-integrity/index.html>. Plagiarism includes, "... failing to cite references in your work or not attributing ideas contained in your work to the original source of those ideas... putting someone else's ideas into your own words also requires the appropriate citation or it constitutes plagiarism." The course text may be cited in short form, e.g., (Course Text, p. 23); quotation marks must be used when text wording is copied. Other sources must be cited completely. In 85-221, students are encouraged to study together and to discuss course concepts, assignments and papers in order to better understand them, but all written work must be done independently. Students may not look at or copy another student's files, including students who took the course in a prior year. Students are **not permitted to use other students' chapter assignments** during exams. Students are ***not permitted to discuss Take Home Exam questions*** with anyone besides the course instructors.

Returning Graded Work: Given the class size and our commitment to returning graded work as quickly as possible, students may choose to sign a release for graded work to be distributed via accordion file in the classroom. Such distribution allows the potential that students will see each other's graded work. Students who prefer a more confidential means of distribution may elect to get their work from the Administrative Coordinator at the Children's School in MMC 17D on weekdays from 8am to 4pm.

Course Requirements: In order to complete the course, you must complete at least half of the in-class activities and chapter assignments, take three exams, and submit three papers. In addition, you must complete the Psychology Department's Research Requirement. These requirements apply even if you are taking the course pass/fail.

Twenty brief in-class activities: 5 pts each **Total: 100 pts**

- A broad range of activities designed to encourage attendance, engage each student fully in thought about course content, and provide feedback on sample exam questions.
- Complete responses earn full credit. Points will be subtracted for participating in non-course related activities, such as email & internet use, text messaging, newspaper reading, talking, etc., during class.
- Students **must be present for the full class** to earn full credit.

Twelve chapter assignments: 25 pts each **Total: 300 pts**

- Chapter study related to the course Conceptual Framework, both to enhance discussions and prepare in advance for exams / papers.
- You should complete all 16 chapter assignments, but you may drop your lowest 4 scores (i.e., your best 12 count toward your grade).
- Assignments must be submitted to an instructor by the **beginning** of class on the due date in **hard copy form AND** submitted via Blackboard's **TurnItIn**. These assignments are **not accepted late**.

Three exams: 100 pts each **Total: 300 pts**

- Exams will include both in-class and take-home questions, primarily in short answer format with access to personal notes. Sample exams and a variety of correct answers will be provided.
- If you **miss an exam**, you will **receive a 0** and must take the cumulative final (see below). Take-home exams submitted late will be penalized 10% per day (including weekends).
- Please contact Dr. Carver in advance if you plan to miss an exam.

Three short papers: 100 pts each **Total: 300 pts**

- Essays based on class discussions, observations of children, and/or creative design of applications (5-6 double-spaced, typed pages)
- **Late papers** should be delivered to the Children's School from 8am-4pm weekdays. You will **lose 5%** for each weekday a paper is late.
- Papers must be submitted by the **beginning** of class on the due date in **hard copy form AND** submitted via Blackboard's **TurnItIn**. Please include a clear title and staple multiple pages together.
- Please contact Dr. Carver in advance if you plan to skip a paper.

Grades: A=90% B=80% C=70% D=60%

**Improving
Grades**

Extra Credit In-Class Activities: There will be more than 20 in-class activities, so you can essentially earn extra credit for excellent attendance and full participation.

Cumulative Final: 100 points

Can be used to replace a lower test score or missed exam

4th Essay: 100 points

Can be used to replace a lower essay score or missed essay

Template for Tracking Course Grades:

- Record the date & points you earn for in-class activities. You must be present for the full class session and complete the whole sheet to earn full credit. Note that there will be more than 20 opportunities to complete these 5-point assignments, but that the in-class activity percentage will be calculated out of 100. In other words, any points you record in the shaded row are extra credit.

Total In-Class Points _____/100

- Record each chapter assignment score you earn. NOTE that we are not doing the chapters exactly in order! You should submit all the chapter assignments so you have them to use during exams, but you may drop your lowest 4 scores. Record all your scores and then cross out the lowest four before calculating your total.

Ch 1:	Ch 2:	Ch 3:	Ch 4:	Ch 5:
Ch 6:	Ch 7:	Ch 16:	Ch 8:	Ch 9:
Ch 10:	Ch 11:	Ch 15:	Ch 12:	Ch 13:
Ch 14:				

Total Chapter Points (best 12 chs) _____/300

- Record each exam score you earn (note that the total possible points on each exam may exceed 100, but that percentages are calculated out of 100). Count only the best three toward your total if you choose to complete all four exams.

	Exam 1	Exam 2	Exam 3	Final
In-Class				
Take-Home				
TOTAL				

Total Exam Points (best 3 exams) _____/300

- Record each paper score you earn. Count only the best three toward your total if you choose to complete all four papers.

Paper 1:	Paper 2:	Paper 3:	Paper 4:
----------	----------	----------	----------

Total Paper Points (best 3 papers) _____/300

TOTAL Course Points _____/1,000

A=900/1,000 pts
B=800/1,000 pts
C=700/1,000 pts
D=600/1,000 pts

*NOTE: Students must also complete the **Psychology Department Research Requirement** for this course by either participating in three studies or completing a research report. Failure to do so will result in an incomplete for the course. The Research Requirement Administrator is Erin Donahoe (donahoe@andrew.cmu.edu).*

Course Outline

Tuesday, January 17

Introduction to Developmental Psychology

Thursday, January 19

Chapter 1 Due by 3pm

Research Methods in Developmental Psychology

Research Requirement Explanation

NOTE: Students in all introductory psychology classes must complete the research requirement in order to pass the course, unless they have already done so in two prior psychology classes. Failure to complete the research requirement will result in a grade of incomplete for 85-221.

Tuesday, January 24

Conceptual Framework for Developmental Psychology

Thursday, January 26

Chapter 2 Due by 3pm

Prenatal Development, Birth & the Newborn Period

Tuesday, January 31

Mind in the Making Intro & Chs.1&2

Observation Research In Developmental Psychology

Explanation of the First Observation Paper Assignment
[Observations scheduled between 2/6 and 3/2]

Thursday, February 2

Chapter 3 Due by 3pm

Biology and Behavior

Tuesday, February 7

Start Chapter 4

Piaget & Information Processing Cognitive Theories of Development

REMEMBER to work on the Psychology Research Requirement !!

Thursday, February 9

Chapter 4 Due by 3pm

Take Home Exam 1 Available after Class

Alternate Cognitive Theories of Development

Tuesday, February 14

Mind in the Making Chs. 3-4

Development of Essential Life Skills

Thursday, February 16

EXAM 1 (Classes 1-9, Chapters 1-4)

Take Home Exam 1 Due before Class

Tuesday, February 21

Perception and Motor Development

Thursday, February 23

Chapter 5 Due by 3pm

Early Learning and Cognition

Tuesday, February 28

Chapter 6 Due by 3pm

Development of Language & Symbol Use

Thursday, March 2

Chapter 7 Due by 3pm

Conceptual Development

Tuesday, March 7

First Observation Paper Due by 3pm

Explaining Complex Issues to Children

Discussion of the Explanation Paper Assignment

Thursday, March 9

Chapter 16 Due by 3pm

Conceptual Framework Workshop

SPRING BREAK

(Mid-Semester Grade Deadline)

REMEMBER to work on the Psychology Research Requirement !!

***Take Home Exam 2 Available Sunday March 19th
Mind in the Making Chs. 5-7***

Fostering Resilience in Development

Discussion of the Resilience Paper Assignment

Explanation of the Second Observation Paper Assignment

[Observations scheduled between 4/10 and 4/27]

Thursday, March 23

EXAM 2 (Classes 11-17, Chapters 5-7 & 16)

Take Home Exam 2 Due Sunday by 10pm.

Tuesday, March 28

Chapter 9 Due by 3pm

Social Theories of Development

Thursday, March 30

Chapter 10 Due by 3pm

Emotional Development

Tuesday, April 4

Explanation Paper Due by 3pm

Development of Attachment

Thursday, April 6

Chapter 11 Due by 3pm

Development of Self & Identity

Tuesday, April 11

Chapter 15 Due by 3pm

Gender Development

Thursday, April 13

Chapter 12 Due by 3pm

Resilience Paper Due by 3pm

Development in the Context of Family

Tuesday, April 18

Chapter 13 Due by 3pm

Peers and Development

REMEMBER: The Psychology Research Requirement must be completed before the end of CLASSES !!

Thursday, April 20

No Class – Spring Carnival

Tuesday, April 25

Chapter 8 Due by 3pm

Development in the Context of School

Thursday, April 27

Chapter 14 Due by 3pm

Take Home Exam 3 Available after Class

Moral Development

Tuesday, May 2

Second Observation Paper Due by 3pm

**Chapter 17 Disorders of Childhood & Adolescence
(Posted on Blackboard, No Chapter Assignment)**

Psychosocial Disorders

Thursday, May 4

EXAM 3 (Classes 19-28, Chapters 8-15)

Take Home Exam 3 Due before Class

Date & Time

Optional FINAL EXAM (Cumulative)

To Be Determined

[NOTE: Required if you missed a prior exam!]