

**Psychology 2400-001 – Developmental Psychology
Spring 2014
Meeting Time: Tuesday & Thursday 8:00-9:15 pm
Meeting Place: Laurel Hall 101**

| | |
|---------------|---|
| Instructor: | Heather Bortfeld |
| Office: | BOUS 151 |
| Office Hours: | Tuesday/Thursday 9:30-10:30 |
| Phone: | 860-486-0919 |
| Email: | Heather.Bortfeld@uconn.edu |
| Website: | http://bortfeld.psy.uconn.edu |

Course Description

The purpose of this course is to introduce you to the scientific study of children’s development. We will focus on development from conception through adolescence. In particular, you will become familiar with the major theoretical perspectives on child development and with the techniques and findings from research projects carried out within these different perspectives. We will cover several fundamental aspects of development, including the foundations of brain development; perceptual, conceptual, and language development; emotional, cultural, and social influences on development; and the implications of this research for social policy and decision making.

Required Reading

How Children Develop (2011), by Robert Siegler, Judy DeLoache, & Nancy Eisenberg
ISBN-13: 978-1-4292-5432-8

Also: Study Guide (by Jill L. Saxon; packaged together with the 3rd Edition of the textbook); scan online
Also: pdfs (online) *NurtureShock* (ISBN: 9780091933777), by Bronson, P. & Merryman, A.

Grading

| | |
|--|-------------|
| Midterm Exam 1 (Chapters 1-6) | 30% |
| Midterm Exam 2 (Chapters 7-12) | 30% |
| Final Exam (Chapters 13-16 & NurtureShock) | 40% |
| TOTAL | 100% |
| Extra Credit | Up to 5% |

EXAMS

Extra credit will be based on your performance on **seven quizzes** administered randomly across the semester, with each focusing on the *NurtureShock* chapter assigned for THAT week. **Your final grade** will be determined by your performance on **three exams**. All exams will be multiple-choice. The first two is non-cumulative, covering the textbook material assigned between the last exam and up to that week. The final is non-cumulative for the textbook material, but will include questions based on the *NurtureShock chapters* assigned throughout the semester. The extra credit quizzes should keep you up-to-date with your reading and help guide how you study for this component of the final exam.

| Week | Dates | TOPIC | CHAPTER ASSIGNMENT |
|------|-----------------------------|--|---|
| 1 | T JAN 21 Th JAN 23 | Introduction | How Children Develop: 1 |
| 2 | T JAN 28 Th JAN 30 | Prenatal & Newborn Periods | How Children Develop: 2 NurtureShock: 1 <i>(The inverse power of praise)</i> |
| 3 | T FEB 4 Th FEB 6 | Biology/Behavior | How Children Develop: 3 NurtureShock: 2 <i>(The lost hour)</i> |
| 4 | T FEB 11 Th FEB 13 | Theories of Cognitive Development | How Children Develop: 4 NurtureShock: 4 <i>(Why kids lie)</i> |
| 5 | T FEB 18 Th FEB 20 | Seeing, Thinking, Doing in Infancy | How Children Develop: 5 NurtureShock: 3 <i>(Why parents don't talk about race)</i> |
| 6 | T FEB 25 Th FEB 27 | Language Development and Symbol Use | How Children Develop: 6 NurtureShock: 10 <i>(Hannah talks and Alyssa doesn't)</i> |
| 7 | T MAR 4 Th MAR 6 | Conceptual Development | How Children Develop: 7 |
| 8 | T MAR 11 Th MAR 13 | Intelligence/Academic Achievement | How Children Develop: 8 NurtureShock: 5 <i>(Intelligent life in kindergarten)</i> |
| 9 | T MAR 18 Th MAR 20 | SPRING BREAK | |
| 10 | T MAR 25 Th MAR 27 | Theories of Social & Emotional Development | How Children Develop: 9 & 10 NurtureShock: 8 <i>(Can self-control be taught?)</i> |
| 11 | T APR 1 Th APR 3 | Attachment to Others/Development of Self | How Children Develop: 11 NurtureShock: 6 <i>(The sibling effect)</i> |
| 12 | T APR 8 Th APR 10 | Family | How Children Develop: 12 |
| 13 | T APR 15 Th APR 17 | Peer Relationships & Moral Development | How Children Develop: 13 & 14 NurtureShock: 9 <i>(Plays well with others)</i> |
| 14 | T APR 22 Th APR 24 | Gender Development | How Children Develop: 15 NurtureShock: 7 <i>(The science of teen rebellion)</i> |
| 15 | T APR 29 Th MAY 1 | Conclusions | How Children Develop: 16 NurtureShock: Conclusion <i>(The Myth of the supertrait)</i> |
| | *MAY 6 | FINAL EXAM | |

“*” indicates exam dates

OTHER STUFF...

...Regarding Course Organization and Expectations (or: Answers-to-Anticipated-Questions)

Syllabus: The syllabus is designed to provide information about the structure, content, and requirements for the course. Please read through it carefully and ask questions if there is anything that is not clear. Review the course requirements and make note of the dates for taking exams. Make-up exams will be allowed with **official** documentation (e.g., a doctor's note). It is your responsibility to plan ahead and to contact me if you are having problems.

HuskyCT: Overheads used during the lectures will be posted on the course website *within a day* following each lecture. **I encourage you to check the website regularly**, as I also use it to post announcements, reminders, clarifications, and helpful hints.

Grades: Grades will be determined based on the following scale:

| | |
|-------------|--------------|
| 97-100...A+ | 74-76...C |
| 94-96...A | 70-73...C- |
| 90-93...A- | 67-69...D+ |
| 87-89...B+ | 64-66...D |
| 84-86...B | 60-66...D- |
| 80-83...B- | Below 60...F |
| 77-79...C+ | |

Cheating: Cheating will NOT be tolerated. Anyone seen using a cell phone during exams will receive a zero for that exam.

Incomplete Grades: Incomplete grades will be given in extremely rare and extraordinary circumstances. Students are expected to plan ahead and to keep up with the reading throughout the term. Any unusual circumstances that may impede a student's progress in the course should be discussed with me as soon as possible. If you are having difficulties understanding the material, come and see me as soon as possible. Such difficulties cannot be remedied if you wait until the last minute to deal with them. Likewise, any student with a disability or special circumstances that may limit his or her ability to perform to full potential in this course should contact me personally as soon as possible.

Academic Misconduct (Excerpt from Part VI, Section A of The Student Code, <http://www.dosa.uconn.edu/>): "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code."

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.