

PSY 1220
Psychology of Infancy and Childhood for Non-Majors (3 credit hours)
Fall 2009

Professor
Monica Tsethlikai, Ph.D.
Office: 602 Social and Behavioral Sciences Building
monica.tsethlikai@psych.utah.edu
878-4833
<https://www.olms.utah.edu> (class web site is on OPEN)

GENERAL COURSE INFORMATION

Class Meetings
TBA

Course Description

Psy 1220 fulfills the Social/Behavioral Science Exploration requirement. Topics addressing intellectual, social, physical, and personality development during infancy and childhood, will be presented at a general, introductory level.

Course Objectives

By the end of this course you should be able to 1) describe the three components of child development (physical, cognitive, and social) and identify the ways in which these components change over time; 2) compare and contrast the major theories of development in terms of what each theorizes promotes development; 3) develop skills that will facilitate further learning and reasoning, including critical thinking, argument development, and verbal and written expression; and 4) apply this newly learned knowledge to facilitate positive interactions with infants and children in your own life.

Office hours

I will be available for questions about course material and assignments for a total of 4 hours weekly. Office hours are scheduled for Tuesdays and Thursdays at the following times:

<u>Day</u>	<u>Time</u>	<u>Where</u>
Tuesday and Thursday	12:45 to 1:45 & 3:45 to 4:45	602 Social and Behavioral Sciences

I am also available to meet with students individually by appointment. The best way to reach me is by email through the class website. *Please do not call me at home.*

COURSE REQUIREMENTS

Textbook

Child Development: Principles and Perspectives

Authors: Cook and Cook

ISBN: 9780205460793

Price: \$87.00 used and \$116 new

Book website: http://wps.ablongman.com/ab_cook_childdev_1 or

<http://www.ablongman.com/mydevelopmentlab/>

(You need an access code from your book in order to use this website.)

Course assignments and grades will be posted on the class OLMS/OPEN website.

You may also purchase your textbook online for \$58.00

Child Development: Principles and Perspectives, CourseSmart eTextbook

Cook & Cook

© 2005 | Allyn & Bacon | On-line Supplement; 688 pages | Instock

ISBN-10: 0205466206 | ISBN-13: 9780205466207

With a CourseSmart etextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, or to purchase access to the CourseSmart eTextbook, visit www.coursesmart.com.

Examinations

There will be two midterms and a final examination, each consisting of multiple-choice, short-answer and essay-type “extended” questions. To give you a feel for the kinds of questions that will be asked, you will be given some sample questions prior to the first exam. The midterms will be non-cumulative. The final exam will be cumulative.

The midterm dates have been scheduled well in advance so that students will be able to adjust time and work schedules to avoid any time conflicts. I expect everyone will take the examinations as they are scheduled. However, in the event that a midterm is not taken, medical or other serious reasons for missing the exam should be presented in advance of the absence. The exam can then be made up by taking a makeup exam, which must be completed within 5 days of the scheduled exam.

Homework Assignments

Over the course of the semester you will be asked to complete four brief “homework assignments.” These simple projects are designed to teach you a particular skill and will also form the basis of later class discussions. Each homework assignment is worth 10 points. None of these assignments are difficult, thus I reserve the right to take off points for assignments that are incomplete or poorly written. Late homework assignments will not be accepted. All of these exercises may be hand-written as long as your handwriting is legible.

- *Homework # 1: Parent/Child Observation.* For this homework, you will observe a parent and child in your everyday life and write a short paragraph or two about the behaviors exhibited by the parent and child that illustrate concepts covered to date in class. That is, identify specific behaviors and specify how the behavior might have developed, i.e., is it a genetically driven trait, the result of nurturing, or a combination of both factors. Does the parent or adult with the child appear to be knowledgeable about the developmental abilities of the child? Would you give the parent/adult any advice on how to promote positive development given what you have learned in class? The goal of this assignment is to help you apply and evaluate what you learn in class to real life observations of children.
- *Homework # 2: Beliefs about Intelligence:* This assignment asks you to take an online intelligence test. You must provide the final page of the test as proof that you completed the test, but you may black out your actual score to protect your privacy. Write up a one page summary evaluating the test you took by answering the following questions: 1) Do you think the test score was an accurate assessment of your intelligence? 2) How should we define intelligence? 3) Are intelligence tests useful? The goal is to prompt you to form an opinion about the way in which intelligence should be defined and measured.
- *Homework # 3: Who are You?* Write a 2 page paper telling me who you are. I want you to address each of the following topics in your essay: 1) Who are you today and how have you changed over time in personality, what you believe in, and your moral reasoning? 2) Was there a period in time during which you think you made more changes in any one area, and if so, what prompted those changes. 3) What role have peers played in your development? 4) What role has your family played in your development? 5) What roles, if any, have schools, religion, the media, or your culture played in your development? The goal of this assignment

is to make you start thinking about the factors that shape identity. As you read chapters 10 through 13, I want you to think about your own identity and evaluate what you are reading in terms of your own experiences.

- *Homework #4: Public Policy Analysis.* This assignment asks you to read one of several brief newspaper articles available online (or find your own article that discusses a topic related to child development) and then write a letter to the editor addressing the problem(s) highlighted in the article using what you have learned in class to propose possible solutions. This assignment will help you think about links between what you have learned in class and current issues in child development.

Participation

To encourage class attendance, I will occasionally prepare in-class for which students will receive credit (of course, *not all* activities carried out in class will be for credit). These activities are worth 60 points towards your final grade (5 points per assignment, with 12 opportunities to earn the points). Missed assignments may not be made up. Similar to the homework, in class assignments are designed to teach you a particular skill and will also form the basis of class discussions as we will 1) watch a short video clip; 2) and then write a quick response that relates what you saw in the video to what you have learned in the course to date; 3) we will discuss the clips in class.

COURSE POLICIES

Grades

Each of the above assignments contributes the following towards your final grade:

<u>Assignment</u>	<u>Point Value</u>	<u>% of Final Grade</u>
Midterm #1	100	25%
Midterm #2	100	25%
Homework/Participation Assignments	100	25%
Final Exam	100	25%
	400 = Total	100%

The grading scale is as follows:

<u>Percent of Total Points Accumulated</u>	<u>Letter Grade</u>
90% to 100% of possible points	A
80% to 89% of possible points	B
70% to 79% of possible points	C
60% to 69% of possible points	D
Below 60% of possible points	F

Attendance

Attendance is strongly recommended, as we will cover a lot of material quickly. Attending class will help you to focus in on what is important and I will supplement the materials in the book to enhance understanding. Questions on the exam will come from what is presented in-class as well as from in class demonstrations. It may be difficult, therefore, for students to do well on assignments and examinations if classes are regularly missed. In addition, I will prepare in-class assignments (or simply take attendance) for which students will receive participation points. Missed assignments may not be made up.

TENTATIVE COURSE OUTLINE (I reserve the right to revise this schedule if need be.)

CLASS	DAY	TOPIC COVERED	READING
1	August	Child Development: Principles and Perspectives	Chapter 1 pages 1-17
2	August	Genes and Heredity	Chapter 2
3	August	Prenatal Development and Birth	Chapter 3
4	August	Prematurity and Infant Mortality	
5	September	Physical Development: Body and Perception	Chapter 4
6	Sept.	Physical Development: The Brain	
7	Sept.	Cognitive Development: Piaget	Chapter 5
8	Sept.	Cognitive Development: Vygotsky and Socio-cultural views	
9	Sept.	Review for Exam 1	
10	Sept.	Exam 1	
11	Sept.	Information Processing	Chapter 6
12	Sept.	Memory	
13	October	Intelligence	Chapter 7
14	Oct.	Academic Skills	
		Fall Break October 8 -13	
15	Oct.	Language Development Theories	Chapter 8
16	Oct.	The Development of Language	
17	Oct.	Attachment	Chapter 9
18	Oct.	Temperament and Emotion	
19	Oct.	Review for Exam	
20	November	Exam 2	
21	Nov.	The Development of Self	Chapter 10
22	Nov.	Gender and Moral Development	
23	Nov.	Peers, Play and Popularity	
24	Nov.	Families: Parenting	Chapter 12
25	Nov.	Child Care	
		Happy Thanksgiving	
26	Nov.	Schools and Media	Chapter 13
27	Nov.	Cultural Influences on Development	
28	December	Children on Different Paths	
29	Dec.	Review for Final Exam	
	December	Final Exam	