SYLLABUS
Developmental Psychology: Childhood
Psych. 161

Fall 2006
Mon/Wed 3:35 – 4:50
Fletcher 101

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2. Graphic Readings: Copies of these readings may be purchased at the UVM Book Store. Many of the articles may also be found in the original journals at Bailey Library.

Course Content: This course examines the major developmental theories and empirical findings explaining human development from prenatal to early adulthood. Development will be explored in the areas of physical, emotional, cognitive and social domains with emphases on both universal developmental patterns and individual differences. The importance of social context as well as biological and evolutionary bases for behavior will be explored.

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>I. BEGINNINGS</td>
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<tr>
<td>1 – Aug. 28</td>
<td>Introduction to Course</td>
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<tr>
<td>2 – Aug. 30</td>
<td>Development: Basic Issues, Major Influences</td>
<td>Bee: Chapt. 1</td>
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<td>3 – Sept. 4</td>
<td>LABOR DAY</td>
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<td>4 – Sept. 6</td>
<td>Research Methods</td>
<td>#1 Reading: Eron: TV Assignmt #1 due</td>
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<td>5 -Sept. 11</td>
<td>Prenatal Development and Prevention of Childhood Disabilities</td>
<td>Bee: Chapt. 2</td>
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<td>6 -Sept. 13</td>
<td>Nature &amp; Nurture</td>
<td>#2 Reading: Gottlieb #3 Reading:Evans Assignmt #2 due</td>
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<td>7 - Sept. 18</td>
<td>Competent Infant: Ethological Perspective</td>
<td>Bee: Chapt. 3</td>
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<td>8 - Sept. 20</td>
<td>Competent Infant Continued</td>
<td>Bee: Chapt. 5</td>
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Syllabus, cont.

9 – Sept. 25 *** HOUR EXAM #1 *** Bee: Chapt. 1,2,3,5
Readings: 1,2,3, 4 & Lectures

II. THE THINKING CHILD

10-Sept. 27 Physical Development Bee: Chapt. 4
11-Oct.2 *** PANEL *** Adolescent Risk Taking:
                        Drugs, Pregnancy & AIDS #5 Reading: Reckless Behavior
                        Assignmt #3 due
12 – Oct.4 Cognitive Development:
                      Piaget, Vygotsy, & Core Knowledge
13 – Oct. 9 Information Processing Bee Chapt. 6 & Lecture
14- Oct. 11 Intelligence: Cognitive Power ***
                      PROJECT 1 DUE
                      (TV, Bks, Toys, Media)
15– Oct. 16 Language Development Bee: Chapt 8
                        #6 Reading: Slobin
16 – Oct.18 ** Panel *** Effects of Envirnmt on Intelligence
                      & Language # 7 Reading: McLloyd
                      Assignmt #4 due
17 – Oct. 23 Exam Review
18 – Oct. 25 ***HOUR EXAM #2 *** Bee: Chapt 4,6-8
Readings ,5,6,7& Lectures

III Personal & Social Development

19- Oct. 30 Personality Development Bee: Chapt. 9
20– Nov. 1 Self & Gender Development Bee: Chapt. 10
21– Nov. 6 *** PANEL *** Gender & Gender Role Devlpmt #8 Reading: Maccoby
                      Assignmt #5 Due
22- Nov.8 Social Development Bee: Chapt. 11
23 –Nov. 13 Social & Moral Cognition Bee: Chapt. 12

IV THE CHILD IN CONTEXT

24 – Nov. 15 Ecology of Development:
                      Family, Peers, School Bee: Chapt. 13
Nov. 20-25   THANKSGIVING

25 – Nov. 27    ***FAMILY STRUCTURE/Panel ***  Reading #9: Heatherington
Assignmt #6 for R#9 due

26 – Nov. 29    The Broader Culture  Bee: Chapt. 14
Child/Youth OBSERVATION Due

27 – Dec. 4    Atypical Development  Bee: Chapt. 15

28 – Dec.6    Risk, Resiliency, & Development
Summing Up  Reading #10: Werner
Bee: Epilogue

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30– Dec. 11    *** HOUR EXAM #3 ***
Fleming 101

12 NOON

EXTRA HELP:

UVM Learning Co-op supplies trained peer tutors at minimal cost. See web site
http://www.uvm.edu/~learnco/?Page=tutoring/index.html&SM=submenu2.html
Or call 656-4075 for more information

OFFICE HOURS: for Shamila Lekka: to be announced
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COURSE REQUIREMENTS AND EVALUATION

EXAMS:
Three one-hour exams will be given on the material from the text, assigned readings and lecture. Each exam is worth 36 points. There is no cumulative final exam.

WRITTEN ASSIGNMENTS:
Short, one to two page written assignments will be due on the assigned articles in the Readings Book. Assignments are to be typewritten and are DUE at the Beginning of lecture class as indicated on the syllabus. To receive full credit, assignments MUST be handed in at or before that class session (email papers are not accepted). These written assignments will form the basis for class discussions. There are 6 written assignments. Satisfactory and timely completion is required to receive full credit of 7 points. Total possible points for the 6 assignments is 42 points.

PROJECTS:
Each student will complete 2 projects of her or his choice over the semester. You may choose from these three options:
1. Participating in Panel Discussions – see Syllabus above (4 opportunities for 3 to 6 students each time)
2. Doing a Study of Children’s TV, Toys, or Books to determine the type and extent of socialization messages children receive (e.g., sex-role stereotyping, aggression, ethnic representation & roles are examples, not exhaustive – you can think up your own type) by systematically sampling programs, toys, or books and presenting a 4-page typewritten paper.
3. Doing a one hour Field Observation of a Child or Youth presented as a 4-page typewritten report.

Each option is worth 25 points each for a total of 50 points. (You do 2 of the 3).
Specific instructions for completing projects are provided in the syllabus.

UNIVERSITY HONOR POLICY IS IN EFFECT! Student’s work is to be her or his own, independent work. Papers, homework, and exams are to be done independently.

GRADES:
Will be calculated on a total of 200 points based upon the following:
*Panel = 25 points
*TV Project = 25 points Due 10/11
*Child Observations = 25 points Due 11/29
6 Written Assignments = 42 points 90% and above = A
Exam #1 = 36 points 80% and above = B
Exam #2 = 36 points 70% and above = C
Final Exam = 36 points 60% and above = D
200 points 59% and below = F

*2 of these 3 are completed for 50 points

ASSIGNMENTS ARE TO BE HANDED IN ON TIME OR POINTS WILL BE DEDUCTED.
ASSIGNMENT OPTION 1: Panel Discussions

Several times during the semester, students will be making presentations and leading class discussions in teams of 3.

In the presentations, each team of 3 will be provided with three articles relevant to the assigned topic. The team will decide how to split the articles, and each team member will present for 8-10 minutes about the information they have acquired. You can work as independently or as jointly as you like, but each person must make a separate presentation, and each person will receive a separate grade. In preparation, each team member should thoroughly read their article, and information in the class text and Readings book that are related to the topic. Each team member should come prepared with at least three good discussion questions to help lead the class discussion following their presentation, three major “points to be remembered” from the talk, at least two overheads (one with the “pts to be remembered”) to be used during the presentation. You need to hand in a typed sheet with your references, discussion questions, 3 pts. to be remembered, 2 multiple choice questions based on your topic, and a copy of your overheads at the end of the session to receive full credit. (Note: Overheads can be hard copy, regular paper, as we have a projector that can handle that).

SUMMARY:
- Read the article assigned to the entire class and related text well in advance.
- Meet with Shamila so she can assign your readings and address any questions that you may have.
- Prepare a brief presentation (10 min.) about your assigned readings/topic. Be sure to tie your presentation in with the article assigned to the class and information from the text.
- Your presentation must be accompanied by at least two clear hard copy overheads.
- You must prepare 3 discussion questions to facilitate class discussion
- You must prepare 3 major points to be remembered
- You must prepare 2 multiple choice questions on your presentation
- In order to receive credit, you must hand in:
  1. a copy of your overheads
  2. a typed copy of discussion questions
  3. a typed copy of references in American Psychological Association style which you used (including articles and text). (APA style is that used in your text and Reader).
  4. a typed copy of your 2 multiple choice questions

Overhead Suggestions
- Use LARGE font (at LEAST 16 point)
- Minimize the amount of information you put on them!
- Stick to the main points or ideas
- Avoid reading directly from them

Suggestions for Discussion Questions
- Avoid “yes” or “no” questions (i.e., “what do you think about….?”)
- Try to ask questions that require thought and opinion
- Avoid overly factual questions; it is not a test, it is a discussion!
**GRADING CRITERIA:**

**Organization:** Clear presentation of topic? Logical in nature and sequence? Attempt to tie in with class material?

**Clarity:** Coherent? Easy to follow and understand?

**Effort:** Prepared? High quality materials? Demonstrate strong understanding of material presented?

**Mechanics:** Met the time limit? Good pace, volume, eye contact, energy?

**Questions:** Prepared with thoughtful discussion questions?

**Grade:** Maximum score is 25 points.
ASSIGNMENT OPTION 2: Examination of “Media” Programming

This project required you to design your own study to examine the messages presented to children through TV, books, toys, or games and to consider how these messages may affect their behavior. You can design your study to answer questions that may be of particular interest to you. For example, you may wish to examine sex-role stereotyping in children’s TV programs or commercials, books, or toys. You may be interested in the portrayal of ethnic or minority persons. You may be interested in examining the degree of violence and aggression portrayed or encouraged or you may be interested in examining issues related to eating and health, morality or sexuality. Pick ONE SPECIFIC TOPIC and ONE SPECTIFIC TYPE OF MEDIUM (books, toys or TV programming - i.e., cartoons, family TV, commercials, etc.) and ONE APPROXIMATE AGE GROUP.

This study is an observational study based on “sampling”. You want to be able to pick out a “sample” of programs (or books, or toys) to represent the total of such available (on TV, in bookstores, in toy stores) with respect to the general age you are interested in (preschool, elementary school, preteen, teens), the type (commercials, adventure stories, computer games or toys in general) and the topic (violence, gender roles, ethnic roles & representation). You want to narrow your focus and then sample a good and representative number within that focus.

FOR TV: Pick your age range, type of TV (cartoons, sit-coms, educational TV, commercials, etc). Sample by observing at least 6 -8 samples of that type of programming over several days and programs, with each segment lasting at least 10 minutes (you could break that 10 minutes into 5, 2min samples at pre-determined intervals throughout the half hour program). Your topic should be operationalized clearly and quantitatively (i.e., topic is aggression, to be measured by the number of hits, kicks, gunshots, or other intentional acts of physical violence). You will complete a 4 page typewritten paper summarizing your study and your findings.

FOR Books: Pick your age range, type of book (history, adventure, biography, entertainment…), and your topic (gender roles, ethnic/minority representation, roles, socialization messages, aggression….). Find the bookstore location of your chosen type and then sample 20-30 books, chosen by looking at every 5th, 8th, or 10th book.. Record the role and representation of the major characters in the stories. Sample in at least 2 major bookstores.

FOR Toys: Pick an approximate age range, locate the toys (games, sports equipment) for that approximate age range in a toy store, then examine the toys for the TOPIC of interest to you (i.e. gender role stereotyping, level of action, aggression, homemaking. ) After locating the toys, sample every-other row, or half a row at a time. Figure out how to look at a number of toys in a systematic manner so that you can report on the relative availability of the type of toy and their general characteristics with respect to the question you are asking. Do this in at least two toy stores.

Examples: (*Use your text as a resource!*)
1. Sex role stereotyping: In this example, you might be examining the role of the leading male and female looking at the following types of characterizations: (for example)
   - Leader/Follower
   - Competent/Needs Assistance
   - Aggressive or dominant/Nurturing or submissive
2. Aggression: In this example, you might be interested in examining the amount of verbal or of physical aggression displayed in a specific genre of children’s toys, TV programming, books. Again, the topic should be operationalized so that you are asking a specific question that can be answered with quantitative data (quantitative means that you can count something and say “there were 10 of these”)you collect. Be creative!! There are MANY other possibilities (family types, heterosexism, ethnocentrism, problem solving strategies, etc., etc.).
Procedure:
1. Browse TV or Take a Road Trip to a Book Store or Toy Store to help you decide what to look for and how to “operationalize” it (what it is that you are going to count!)
2. Select the topic area that you wish to investigate.
3. Define, as specifically as possible, the behaviors (type of books/categories; toys/categories) that you are going to be observing and counting which represent your topic.
4. Select the type and viewing time of TV in which you wish to examine this topic. Examples include educational TV, morning cartoons, afternoon cartoons, family TV, dinner sit-coms, commercials during the morning cartoons, etc. Pick one genre to examine.
   For Books and Toys, select the store(s), type of book or toy section, method of sampling.
5. For TV, select 6–8 programs to use in your study. Over a 1–2 week time period, watch 10–15 minute segments of each of the programs and record the frequency of the target behavior, describe the context of the behavior, and note the gender and role (i.e., hero, bully, etc.) of the character.

Report:
Your written report should be presented in a research paper format with the following sections.

Introduction and Purpose:
Describe the purpose of your observational study and your expected hypotheses – what would you expect based upon your readings in class and other information available to you? Include why you think this is an important issue to investigate.

Method:
Describe how you went about doing your project, the topics selected, the programs, stores, sections you observed, the times you watched them (TV) or the manner of sampling the books or toys, the behaviors, roles, characteristics, you watched for or counted, etc. Include the definition and operationalization of your topic (i.e., what you are measuring and how you measure it).

Results:
Describe what you observed. Quantify your data whenever possible (i.e., in a ten minute segment, I saw 14 shootings, 3 muggings, 2 incidents of lying to get out of trouble…..). Among 20 books, there were 15 major characters who were male, 12 EuroAmerican, 3 Asian; 5 females, etc…) You may find it useful to include a table of frequencies of observed target behaviors or characteristics.

Discussion:
Discuss what your observations may mean with respect to issues of child development and TV watching (which is a major activity for many children), play (another major activity) or reading (we hope is a major activity). Do your observations correspond with the information provided in the class materials? Do your observations suggest that there is a need for further examination or research on this issue? Would you suggest another project that someone could do to follow-up on your findings?

References:
References should be typed on a separate page and attached at the end of the report. Use the style of references in your text and articles (APA style). You should have a least one reference (i.e., the text book), and more if we have read articles relevant to your topic.

Final Notes:
  a. The final report should be 4 pages long, PLUS the reference page.
  b. There are examples of well-written reports on reserve at the library.
  c. This report is due no later than OCT. 11
  d. Ask for help or clarification if you are uncertain
  e. Good Luck !!!!!!!!!!!!!!!!

Grade: Maximum points = 25
ASSIGNMENT OPTION 3: Field Observation of a Child

This project requires you to do a one hour observation of a child (ages 0 – 12) or adolescent (ages 12 – 18) in a natural setting, and then write a 4 page typewritten report about your observations. You should be as unobtrusive as possible and use a notebook to write down the activities, behaviors, and interactions that you are observing during that time. The types of observations you will be making will vary greatly depending on the age of the child you are observing, the setting the child is in, and the activities occurring within the setting.

HOw To Proceed:

1. IDENTIFY A SUBJECT. If you have friends or relatives who have children whom you could observe, contact them. When setting a time to observe, keep in mind that you want the child to be awake, alert, and active. If you have children of your own, you may use them as subjects, but keep in mind that this will only be effective if you can separate your observation from your normal mode of watching. You want to be free to see things you would not normally notice, and you want to be an “observer” and not a caretaker. If you need assistance locating a subject, contact your instructors. Finally, if you wish to observe in a public place (i.e., the mall, the ice cream shop), you may do so. In this situation you will be observing a group or a stream of individuals passing by you (in other words, do not follow a child around a public place!). Observe and record the behaviors and interactions of the individuals you see.

2. OBTAIN PERMISSION to observe a child from both the main care-giver and the child (if age-appropriate). Explain that the observation is a class assignment for child development, and the purpose is to acquaint you with the types of activities and interactions that children that age engage in, and to bring alive some of the material you have been studying. Some people may appreciate reassurance that this is not a clinical or abnormal psychology class, and that you care not watching for problem behaviors. Explain that you will simply be writing down the activities and interactions that you observe for about an hour, and you will be reacting to that material with respect to what you have learned in class. Also, ASSURE CONFIDENTIALITY. Explain that nobody will be identified by name or identifiable characteristics in your report. Finally, provide the care-giver with the written description of the class assignment from the instructor (see attached).

3. PREPARATION. Before observing the child, use the index of your text to locate appropriate sections that describe the expected behaviors of a child the age of your subject. Focus on: language, cognition, social interaction, motor abilities, socialization, emotional development, and gender roles. Your note taking will be much more productive if you have prepared.
4. **OBSERVE and RECORD.** Give the child a pseudonym to preserve confidentiality. Note the following: date, time, setting, age, sex, distinguishing characteristics (dress, appearance, etc.). Take notes on the activities the child engages in, the objects used (and how), the quality and quantity of social interactions (Does the child initiate? Is the child seeking attention? If so, positive or negative? Is the child seeking play? Comfort? Assistance?). How about the interactions with other children? Is the child playing? If so, is it cooperative, interactive, parallel, independent, structured, creative….? Take notes on the content of language, motor development and coordination, and indications of use of concepts or cognitive stages of development (i.e., what cognitive concept must be mastered to play Hide-and-Go-Seek?). Write down, verbatim, some of the language interactions or vocalizations. What stage of language development is the child exhibiting?

This gives you an idea of how to make detailed observations of several developmental issues. There is a LOT more that you can observe and report! Remember, areas you can focus on include language, cognition, social interactions, emotional development, motor and perceptual competence, socialization, and gender role development. When you are done observing, thank the participants for their help, and try to answer any questions they may have. Remember, they may want to know “what you found.” Remind them that this is just an observation and an opportunity for you to observe and write about typical development. (It is not a test or clinical/diagnostic session.)

5. **WRITING THE REPORT.** Read your notes carefully and think about how to organize the information for your report. Organize the top of your report as follows:

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Child Observation

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<thead>
<tr>
<th>Subject:</th>
<th>Pseudonym</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Age:</td>
<td></td>
<td>Time:</td>
</tr>
<tr>
<td>Sex:</td>
<td></td>
<td>Setting:</td>
</tr>
</tbody>
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Next, provide a general description of the setting, the child’s presentation, the other people in the setting, etc. Don’t go too crazy here, because you will probably find you are short on space. The major body of your paper will be reporting your observations and interpreting through the lens of a developmental psychologist. Whenever possible, you should relate observations to what you have been learning in class. Do not simply describe or list what you observed. Interpret or explain what your observations illustrate about the child’s stage of development or developmental theory. This is the most important part of this assignment. These interpretations should be thoughtful and should be applied to as many of the observations as possible. If you wish, you may end the report with a personal reaction to the experience.

**FINAL HINTS:**

1. Take some time to organize your notes before writing the report.
2. There are copies of past good papers on reserve.
3. The report should be 4 pages long PLUS a reference page. This should include the text and appropriate Readings in APA style.
4. **DUE** not later than **November 29, 2006.**

**GRADE:** This project is worth **25 pts.**
PLAGIARISM:
WHAT IS IT, HOW IT CAN BE AVOIDED, AND WHY IT IS WRONG?

A. WHAT IS PLAGIARISM?
1. Definition of plagiarism: “deliberate adoption or reproduction of the ideas, words, or statements of another person as one’s own without acknowledgement” (Kibler, Nuss, Paterson, and Pavela, p.70).
2. Forms of plagiarism:
   a. “The use of another’s writing without proper use of quotation marks. Do not, under any circumstance, copy onto your paper a direct quotation without providing quotation marks and without crediting the source” (Lester, p.47).
   b. “The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in this category of plagiarism is the mere rearrangement of phrases from the original into a new pattern (Lester, p.47).
   c. It is also plagiarism to “take, buy, or receive a paper written by someone else and present it as your own” (Corder and Ruszkiewicz, p. 633).
   d. A form of academic dishonesty related to plagiarism is collusion, which is defined as “collaboration with someone else in producing work you claim to be entirely your own” (Corder and Ruszkiewicz, p. 633).

B. HOW CAN PLAGIARISM BE AVOIDED?
1. “Acknowledge borrowed material within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose within quotation marks all quoted materials, even single words and phrases.
3. Make certain that paraphrased material is written in your own style and language. The simple rearrangement of sentence patterns is unacceptable.
4. Provide a bibliographic entry to every book or magazine that appears in a written work (Lester, p.47).
5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but “any changes, deletions, rearrangements, or corrections should be your own work” (Corder and Ruszkiewicz, p. 633).

C. WHY IS PLAGIARISM WRONG?
1. It is considered to be a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically unethical and can lead to serious sanctions from the college.
3. It is professionally unethical and can result in expulsion from the American Psychological Association.
4. It undermines the academic integrity and ethical atmosphere of the college.
5. It violates the spirit of the mission of Marian College “to develop group responsibility as well as intellectual, social, and religious leadership.”
6. It involves passive, rote learning processes that retard the acquisition and understanding of meaningful academic material, and it stalls and/or retards intellectual, moral, and social development.
7. It is antiethical to the concept of critical thinking.
8. It promotes feelings of lowered self-esteem in those who practice it.
9. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the College and could consequently lower the perceived value of a Marian College degree in the eyes of those who evaluate current Marian College students who are seeking employment or admission into the graduate school.


