

Syllabus for PSYC 313
Child Psychology
Spring 2012

CLASS TIME	MW 9:00 – 10:15am, Innovation Hall 136
INSTRUCTOR	Deepti Gupta, M.A.
VOICEMAIL	(703) 993-2241 (This is a shared office. You may leave a message but <u>I recommend using email to contact me.</u>)
EMAIL	dgupta2@gmu.edu
OFFICE HOURS	Mondays, 10:30am – 12:00pm or by appointment
OFFICE	David King Hall, Room 1020P (basement level, inside 1021)
REQUIRED TEXT	Siegler, R., DeLoache, J., & Eisenberg, N. (2011). <i>How children develop</i> (3 rd Ed.). New York, NY: Worth Publishers.

COURSE DESCRIPTION AND GOALS

This course will acquaint students with the developmental journey of the child from conception to early adolescence. It will emphasize an empirical, theoretical, and applied approach to child psychology and will cover major topics including cognitive, social, emotional, and physical development. Developmental theorists such as Freud, Piaget, Erikson, Vygotsky, Bowlby, Skinner and Bronfenbrenner will be covered.

This course will consist of lecture, and in-class discussions, in addition to written assignments and reading outside class. The overall goal of this course is to familiarize you with child development, provide exposure to recent empirical literature, and facilitate an understanding and appreciation of the complexity of human development.

LECTURE

Lecture material will be taken from the assigned textbook, additional readings, and other sources. The student will be held responsible for all material discussed in class and the material contained in the text, and readings, unless otherwise noted by the instructor.

CLASS ATTENDANCE

Attendance at every class meeting is important to each student's success and learning in this course. Information may be presented in lecture that is not available in the textbook. In addition, 25 points of class participation will be awarded throughout the semester. Students earn class participation points by being present and participating in in-class discussions.

ADDITIONAL READINGS AND SUMMARY PAPER

A few additional readings will also be required throughout the semester. Students will be responsible for the reading and will be required to summarize any TWO articles at the end of the semester as a final paper (Times New Roman, 12pt, double-spaced; 6-8 pages). The paper must REVIEW the chosen articles, and CONNECT and REFLECT the material taught in the course throughout the semester. See below for a complete list of articles. Readings will be available to download from Blackboard.

READING LIST

- DeAngelis, T. (2011). Is technology ruining our kids? *Monitor on Psychology*, pp. 63-64.
- DeLoache, J. S. (2004). Becoming symbol-minded. *TRENDS in Cognitive Sciences*, 8(2), 66-70.
- Dingfelder, S. (2011). Must babies always breed marital discord? *Monitor on Psychology*, pp. 51-52.
- Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, 18(6), 501-502.
- Patterson, C. J. (2006). Children of lesbian and gay parents. *Current Directions in Psychological Science*, 15, 241-244.
- Ramchandani, P., Stein, A., Evans, J., & O'Connor, T. G. (2005). Paternal depression in the postnatal period and child development: A prospective population study. *Lancet*, 365, 2201–2205.
- Volling, B. L. (2005). The transition to siblinghood: A developmental ecological systems perspective and directions for future research. *Journal of Family Psychology*, 19, 542-549.

EXAMS

There will be four exams in this course. Each exam will be worth 50 points. *The final exam is optional and will be cumulative*, covering material from the entire semester. Students may use the final to make up a missed exam or better their score on one of the first three exams. All other exams will only be on material covered during the period between exams. There will be absolutely NO make-up exams other than the cumulative exam in the finals week. Three BEST of four exams will count towards your final grade in this course. PLEASE NOTE: Exam dates are subject to change. Sometimes we get ahead or behind schedule. Your best assurance of not missing an exam is to COME TO CLASS on a regular basis. There will be no make-up exams – no exceptions.

THE HONOR CODE

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code. (<http://mason.gmu.edu/~montecin/plagiarism.htm>). Students are encouraged to study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of exam items or answers between students may take place. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is the student's. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

MISCELLANEOUS

If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

The deadlines for adding and dropping classes are as follows:

Last day to add: January 31

Last day to drop: February 24

POINTS FOR THE COURSE

Assignment	Possible Points	Percentage
Exams (3 x 50 pts)	150 (after lowest dropped)	60%
Summary Paper	75	30%
Class Participation	25	10%
TOTAL	250	100%

TENTATIVE COURSE SCHEDULE

Week	Date	Class Topic	Assignments/Notes
1	Jan 23	Syllabus & Introduction	Ch 1
	Jan 25	Exploring Child Development	Ch 1
2	Jan 30	Prenatal Development & Birth	Ch 2, Volling (2005)
	Feb 1	Biology and Behavior	Ch 3
3	Feb 6	Brain Development	Ch 3
	Feb 8	Cognitive Development	Ch 4
4	Feb 13	Cognitive Development, Contd.	Ch 4, Chamberlin (2011)
	Feb 15	EXAM 1	Chapters 1 to 4
5	Feb 20	Motor Development	Ch 5
	Feb 22	Learning and Perception	Ch 5
6	Feb 27	Language Development	Ch 6
	Feb 29	Symbol use	Ch 6, DeLoache (2004)
7	Mar 5	Conceptual Development	Ch 7
	Mar 7	Intelligence	Ch 8, Building Baby Intelligence
8	Mar 12-14	SPRING BREAK	
9	Mar 19	Genes, Environment and Academics	Ch 8
	Mar 21	Social Development in Early Childhood	Ch 9, DeAngelis (2011)
10	Mar 26	Social Development, Contd.	Ch 9
	Mar 28	EXAM 2	Chapters 5 to 9
11	Apr 2	Emotional Development in Early Childhood	Ch 10, Ramchandani et al. (2005)
	Apr 4	Culture and Emotion Understanding	Ch 10
12	Apr 9	Attachment	Ch 11, Johnson et al. (2007)
	Apr 11	Development of Self	Ch 11
13	Apr 16	Family	Ch 12, Patterson (2006)
	Apr 18	Peer Relations	Ch 13
14	Apr 23	Moral Development in Middle Childhood	Ch 14
	Apr 25	Gender Development in Middle Childhood	Ch 15
15	Apr 30	EXAM 3	Chapters 10 to 15
	May 2	Summary Paper due	Bring to class in hard copy
16	May 7	Reading day – No class!	
17	May 14	FINAL EXAM (7:30am – 10:15am)	