

Introduction to Child Psychology
 PSYCH 320 – Section 1
 Fall Semester 2008
 270 Spencer W. Kimball Tower
 1:00 to 1:50 MWF

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Office Hours for Ross TTH 10-11am or by appointment

Overview

Within the first two-years of post-natal life human infants go through a marvelous and magical period of development. We began life as a relatively simple sperm and egg and within a short period of time (i.e, 35-months) we can walk, talk, have amassed a wealth of cognitive abilities – and are even beginning to understand that others also have minds and have thoughts. As such I am hard pressed to find a more complicated and compelling question to study. This process of development during the first three-years of life will be our focus of study.

Course Objectives

The purpose of this course is to increase students' knowledge and comprehension of early development. In this course we will examine some of the basic theoretical and empirical issues and concepts associated with child development. Topics covered will include: prenatal development, sensory, motor, and cognitive development, as well as social-emotional development, and the effects of parenting and day care on early development. This course will emphasize the period of prenatal development up to about three years of age. Given the unique nature of this course we will move quickly through the course material and it is imperative that students raise questions and ask for clarification if something is unclear or ambiguous. Also I will make every attempt to arrive a few minutes prior to the commencement of class to answer any questions or go over material from the previous lecture. Remember Albert Einstein once stated that *there is nothing more practical than a good theory*.

BS in Psychology Program Objectives

Graduates will:

- (1) Be able to demonstrate more extensive knowledge and deeper understanding of the major core content areas of psychology at a depth that clearly exceeds the undergraduate level.
- 2) Be able to demonstrate technical sophistication related to their self-selected area of scholarly specialty by using laboratory apparatus, software applications, survey instruments, etc.
- (3) Be able to design, produce, analyze, and report original research that contributes to their self-selected area of scholarly specialty.
- (4) Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as an academic and professional discipline. In particular, they should be able to critically reflect on these values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their scholarly study of psychology.

Required Text

Gross, D. (2007) *Infancy: Development from birth to age 3*. Allyn-Bcon: Boston, MA.

Note this book is brand-new (pub'd in May of 2007) and might be hard to find used.

Additional readings/articles will be posted on Blackboard as pdf's.

General Course Design

There are four basic instructional activities: a) course lectures, b) assigned readings, c) a 5-8 page research paper and d) various quizzes and exams. The lectures and readings are designed to convey the conceptual and logical foundations associated with developing an understanding of developmental psychology.

The research paper will require that students propose and design an experiment to examine some issue pertinent to early child/infant development (focus must be on the first 3-years). With this assignment students will be required to search, read, and summarize the relevant literature in formulating their question and designing the experiment. About half of the paper will represent an "introduction" where one sets up the problem to be studied. In this section one will need to include the relevant background information in terms of previous studies as well as discuss any theoretical implications/predictions as well as discuss the significance of this project. The latter half of the paper will be devoted to the methodology and procedures used to complete the proposed project. As you will note the paper is worth 50 points, however, if it is turned in on the earlier date it automatically earns an extra 10 points. Five of the fifty points will be generated by turning in a brief (i.e., paragraph) description of what your paper will examine and a listing of relevant sources or other papers used to generate your question. The due date for the paper, including the "early date", and the date to turn in the proposed research question are listed below on the course outline.

Outlines/power-points for each lecture will be made available on BlackBoard. These are intended to supplement your note taking - some material covered in lecture may not appear on the on-line notes but will be included on the quizzes and exams.

There are no formal requirements concerning the attendance at lectures or the completion of readings. The lectures and reading are simply the means by which students can prepare themselves for quizzes and examinations. Performance on quizzes, major examinations, and the paper are the bases for student evaluation in this course. These are described below in greater detail.

Student Evaluation

There are two distinct systems for student evaluation in this course. One is based on the assumption that each student should master certain objectives that are regarded as basic knowledge concerning statistics. This system is represented by the course quizzes. The second system is based on the assumption that students will differ with respect to their achievement on more advanced or complex course objectives. This system is represented by the major examinations and the research paper.

Quizzes

The quizzes are intended to give students feedback concerning their mastery of essential objectives and principles. The questions included on the quizzes are carefully selected to represent only those outcomes that are regarded as basic. The quizzes will be given in class on the dates indicated with an asterisk (*) in the course syllabus. Each quiz will consist of 12-15 items. Quiz results will be reported at the following class meeting.

Major Course Examinations

There will be THREE major course examinations, the first at about four weeks into the term, the second at or about the eighth or ninth week of the term, one at about the twelfth week, and the last exam at the end of the term during finals week. The major exams are not comprehensive; however, they do build upon those concepts previously covered. Each exam will be given in the testing center on the dates listed covering those chapters indicated on the Course Outline.

The major examinations differ from the quizzes in one important respect. The major examinations are designed to determine the degree to which students have achieved more advanced course objectives, e.g., ability to interpret or translate concepts and principles given novel situations, the ability to analyze various empirical findings and the appropriateness of their interpretations and/or assumptions, etc. Because the major exams are designed to tap more complex and subtle outcomes, students typically find them more challenging than the quizzes.

Grade Assignment

Grades will be based on each student's cumulative score on the quizzes, papers, and major examinations. Grade assignments will be based on the following basis

- A = 90% of the highest score
- B = 80% of the highest score
- C = 70% of the highest score
- D = 60% of the highest score

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the University.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Statement on Learning Objectives

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

Statement on Academic Honesty

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Statement on Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Course Outline:Do your best to have the reading done ahead of time and note that this reading list is subject to modifications!!

| Date | Topic | Reading |
|---|---|-----------------------------|
| 9/3 | Introduction to course and course objectives | |
| 9/5 | Why study infants and not rats | Ch 1 |
| 9/8 | Recurring themes in development | Ch 1 |
| 9/10 | Historical perspectives | Ch 1 |
| *9/12 | Emergence of a field | Quiz 1 Ch 1 |
| 9/15 | Research settings and designs | Ch 2 |
| 9/17 | Research designs and methods | Ch 2 |
| 9/19 | Issues in studying infants | Ch 2 |
| 9/22 | Genetics and early development | Ch 3 |
| 9/24 | Prenatal development | Ch 3 |
| *9/26 | Prenatal development | Quiz 2 Ch 3 |
| 9/29 | Teratogens and early development | Ch 3 |
| 10/1 | Birth | Proposal due Ch 4 |
| 10/3 | Complications associated with childbirth | Ch 4 |
| 10/6 | Assessment of the newborn | Ch 4 |
| 10/8 | Parental reactions to their newborn | Ch 4 |
| Exam 1 - will run from Oct 9th - 13th (Ch's 1-4 and the additional readings) in the Testing Center | | |
| 10/10 | Physical development | Ch 5 |
| 10/13 | Neurological development | Ch 5 |
| 10/15 | Nutrition and health and safety | Ch 5 |
| 10/17 | The booming and buzzing confusion | Ch 6 |
| 10/20 | Visual development | Ch 6 |
| 10/22 | Auditory and other sensory development | Ch 6 |
| *10/24 | Motor development - relation to perception | Quiz 3 Ch 6 |
| 10/27 | Piagetian approaches to cognition | Ch 7 |
| 10/29 | Vygotskyian approaches to cognition | Ch 7 |
| 10/31 | More recent views of cognition | Early paper due Ch 7 |
| 11/3 | The intelligent infant | Ch 7 |
| 11/5 | Language and communication | Ch 8 |
| 11/7 | Semantic development | Ch 8 |
| 11/10 | Grammar and atypical language development | Ch 8 |
| Exam 2 - will run from Nov 11th - 14th (Ch's 5-8 and the additional readings) in the Testing Center | | |
| 11/12 | Infant caregiver relationships | Ch 9 |
| 11/14 | Attachment | Ch 9 |
| 11/17 | Gender stereotypes and roles | Ch 9 |
| 11/19 | Peer and sibling relationships | Ch 9 |
| 11/21 | Temperament | Ch 10 |
| 11/24 | Emotions: Emotional development | Ch 10 |
| 12/1 | Who are you - who am I? | Ch 10 |
| 12/3 | Child care and day care | Ch 11 |
| * 12/5 | Early intervention | Paper due & Quiz 4 Ch 11 |
| 12/8 | MUSIC & media - influence on development | Ch 12 |
| 12/10 | Technology and their influence on development | Ch 12 |
| Exam 3 - will run during Finals Week in the Testing Center (Dec 15th - 19th Ch's 9-12 and the additional readings) | | |