Lecture Time: MWF 2-3  Discussion Sections: Friday 9am 10am 11am 12noon
Room: LSE B01  Begin Friday Sept 8  PSY B41  PSY B41  PSY B41  PSY B47

Instructor: Prof. Catherine Caldwell-Harris, PSY 123, 353-2956  email: charris@bu.edu  office hrs: Mon 3-4; Th 5-6
Grad TF: Tina Jorge, jtina@bu.edu, office hours: Mon 1-2, Wed 12-1 and by appt.

Course website: http://courseinfo.bu.edu/courses/06fallcasps241_b1 (Course themes, assignments, lecture powerpts)

Readings (At bookstore)

Course Requirements
1. **Two tests:** non-cumulative, each 20% of final grade. Emphasize material in lecture and parts of the reading relevant to lecture topics. Tests: short answer + multiple choice. For students who miss either of the two tests, there will be a single cumulative make-up test, short-answer format, on **Dec 15**, 2pm, PSY 155.
2. **Discussion board posting** of project proposals and comments on other students’ projects = 5%
3. **Section** (assignments, attendance, participation) = 15%
4. **Course project:** We aim for a project which can function as “authentic assessment.” 40%. Choose from the poster, paper, video, workshop or website option. Note slightly different due dates for each. See website for our expectations.

Details on the Course Project

**Poster Project.** Graphical layout, on large poster board, of your research. You will explain your research, relying on short printed descriptions and visuals on your poster, to fellow classmates who choose to visit your poster. Can be done solo or teamworked with a classmate. More information and examples on course website. Dates: **Dec 11, Dec 20.** Sign-up in section for the presentation date best for you.

**Paper.** Must be solo. 8-10 pages, due in section **Dec 1.** Use APA style citation and journal article sources.

**Video.** 1-3 people work together to explain a theme in developmental psychology using a performance medium (15 minutes approx). Dates: Present at one of the poster sessions or the video session, **Dec 15.**

**Web page.** For web-savvy students, design on-line survey class can take or prepare innovative, web presentation (use people.bu.edu pages or your own site elsewhere). Similar to poster except for web format. Can be done with a collaborator. Advertise your site to the discussion board by **Dec 13** (earlier is of course helpful, especially if you are doing a survey). Examples on course website.

**Section Activity/workshop.** Design section activity; you choose presentation date. Bring in outside speaker, materials for analysis/discussion; powerpoint presentation to section.

Handouts for the Poster and Video
The poster and video require that you create a handout summarizing your project. **Poster:** Write a 1-2 page handout summarizing the main points of the poster. (Some people actually reproduce the entire poster in small print on the handout -- this is fine.) Fellow students will appreciate your handout when writing their comments, and Prof Harris and Teaching Fellow will refer to it when grading. **Video:** Write 2-4 pages describing how the video illuminates issues in developmental psychology (include references). For all teamworked projects: Write a paragraph about what each team member contributed (initial conception, supporting ideas, library research, interviewing of experts, writing, design) and what you learned from each other. Please take this seriously: we will not tolerate one person doing most of the work (discuss with Prof Harris what to do if your partner is loafing). Your poster or video is yours to keep (show your parents!)

Posting to Courseinfo Discussion Board
Commenting involves three related activities. (1) Refine your ideas and obtain feedback from class members by posting your project proposal to the courseinfo site **Nov 15-27** (post early if you want feedback early) (2) Let your classmates know what ideas are interesting and give them advice about how to implement their ideas (minimum: respond to two people). When commenting, be attentive to: does the project serve as a vehicle to explore themes in developmental psychology? Does the project go beyond class material and common knowledge? Are sources other than websites available? Could the project lead to original work synthesis and conclusions? Respond anytime before **Dec 1** (but
responding early is helpful so that classmates can benefit from your feedback. (3) After you have viewed posters, videos and websites, write short reviews (5-10 sentences -- see guidelines on website) of at least five of them as feedback to the presenters. When choosing your 5, please give priority to those presenters who have not received feedback from other students. If someone has received more than 5 comments, choose another presentation for your comments. When writing your critiques, please mention at least one area in which the poster or presentation could have been improved. Please post your comments by Dec 20 (10pm) as Prof. Harris must calculate final grades by Dec 21.

**Readings and Topics from Siegler, How Children Develop**

*Child Growth and Development* indicated with CGD

Headers correspond to the titles of the powerpoint lectures in the lectures folder on courseinfo website.

- **Sept. 6:** Introduction
- **Sept. 8:** Historical Perspectives
  - Readings: Siegler ch. 1, Introduction

- **Sept. 11:** Correlation and causation
- **Sept. 13:** Prenatal Development
  - Readings: Siegler ch. 2, Prenatal Dev, CGD 2
  - Inside the Womb, Continue Siegler ch. 2, CGD 6
  - Gender Bender

- **Sept. 15:** Teratogens Part 1 and 2
  - Readings: Siegler ch. 2, *Prenatal Dev*, CGD 2
  - Inside the Womb, Continue Siegler ch. 2, CGD 6

- **Sept. 18:** Infancy; Siegler Ch 5, *Infancy*
  - Readings: Siegler ch. 3; *Biology and Behavior*
  - CGD 4 Crib Death3

- **Sept. 20:** Brain Development and SIDS
  - Readings: Siegler ch. 3; *Biology and Behavior*

- **Sept. 22:** Film clips, first year of life.
  - Readings: Siegler ch. 3; *Biology and Behavior*
  - CGD 4 Crib Death3

- **Sept. 25:** Cognitive Development in Infants
- **Sept. 27:** Preoperations and Preschool Cognition
- **Sept. 29:** Conceptual Development; Child Witnesses
  - Representation of Objects and Events . . . , CGD 8
  - What children know about .

- **Oct 2:** First Language Development
- **Oct 4:** Second Language Acquisition; Brain damage
- **Oct 6:** Gender and Language Acquisition
  - Readings: Siegler ch 6, *Language and symbol use*

- **Oct 10:** Intelligence, Flynn Effect in Rural Kenya
  - (holiday on 9th) Siegler Ch 8, *Intelligence*

**Oct 11: Test 1 (Ch. 1-8)**

- **Oct 13:** Social Cognition and Perspective Taking
  - Readings: Siegler ch. 9, *Social Development*; CGD 12 Emot. Intel; CGD 13 Friendship quality . . . ;

- **Oct 16:** Gender: Overview
- **Oct 18:** Gender: Nature vs. Nurture
- **Oct 20:** Children with Ambiguous Genitals
  - Readings: Siegler ch 15 *Gender Development* CGD 14 Gender and group processes

- **Oct 23:** Homosexuality
- **Oct 25:** Attachment Siegler Ch. 11, *Attachment*
- **Oct 27:** Temperament Siegler Ch. 10, *Emotional Dev.*

- **Oct 30:** Family Siegler ch. 12, *The Family*

**Readings:**

- Oct 25: Attachment Siegler Ch. 11, *Attachment*

- Nov 1: Family Interactions
- Nov 3: Divorce
  - Readings: CGD 20 Contemporary research on parenting; CGD 22 Spanking children; CGD 31
  - How many fathers?;

- CGD 25 Siblings contributions

- Nov 6: Gay and lesbian parenting, Peer relations
- Nov 8: Punishment by Rewards
- Nov 10: No class, holiday
  - Readings: Siegler Ch 13, *Peers*

- Nov 13: Children and War
- Nov 15: TV and Videogames
- Nov 17: Moral Development Siegler ch. 14 *Moral Dev*
  - Readings: CGD 17 Girls just want to be mean, CGD 35 Children of the fallen

- Nov 20: Adolescent Criminal Culpability (Juvies film)
- Nov 22: no class, Thanksgiving Holiday
- Nov 24: no class, Thanksgiving Holiday
  - Readings.... No readings!!!

- Nov 27: Puberty
- Nov 29: Precocious Puberty
- Dec 1: Teen Substance Abuse
  - Readings: Siegler on adolescence, pages to be assigned; CGD 26 The environment of childhood poverty; CGD 28 The culture of affluence

- Dec 4: Adolescent Stressors
- Dec 6: Sexuality Readings: see last week
  - Readings: Ch. 16, *Conclusions*

- Dec 8: Test 2. (Ch. 9-15)

- Dec 11: First Poster Session and Last Day of Class (2-3 pm)
- Dec 15 Test 2 Make-up test, video screening session (PSY 153, 2-4pm)
- Dec 20: Second Poster Session (9-11 am, class room)