

PS241b1 Developmental Psychology Fall 06

Lecture Time: MWF 2-3
Room: LSE B01

Discussion Sections: Friday
Begin Friday Sept 8

9am

PSY B41

10am

PSY B41

11am

PSY B41

12noon

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)

Two texts: Siegler, *How Children Develop*; *Child Growth and Development*, 06/07 (13th. Ed).

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

Sept. 15: Teratogens Part 1 and 2

Readings: *Siegler ch. 2, Prenatal Dev*, CGD 2
 Inside the Womb, Continue *Siegler ch. 2*, CGD 6
 Gender Bender

Sept. 18: Infancy; Siegler Ch 5, *Infancy*

Sept. 20: Brain Development and SIDS

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

Readings: *Siegler ch. 4, Theories of Cog Dev*; pp.
 199-205, *ch. 7, Conceptual Dev*; CGD 7
 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*

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)

