

Ps 241b1 Developmental Psychology Spring 2003

Lecture Time: Tues-Thurs 2-3:20 Discussion Sections: Friday 9am 10am 11am 12noon
Room: CAS 211 Begin Friday Jan 17 PSY B35 CAS 212 PSY B39 B35

Instructor: Prof. Catherine L. Harris, Rm 123 353-2956 email: charris office hrs: Mon 4-5, Wed 1-2

Graduate Teaching Fellow: Elizabeth Donovan; Rm 104, edonovan@bu.edu office hrs: Thurs 3:30-5:30

Course website: http://courseinfo.bu.edu/courses/03sprgcasps241_b1 (Course themes, assignments)

Course Requirements

1. **Two tests**, non-cumulative; each 20% of your final grade. One cumulative make-up held Monday May 5 2pm for students with a medical excuse for missing a test. When studying: Emphasize material in lecture and parts of the reading relevant to lecture topics. Tests: short answer + multiple choice
2. **Discussion board posting** of project proposal and comments on other students' projects = 5%
3. **Homework** assignments plus section participation = 20% (Choose 5 of the 12 assignments.) *Due in section.*
4. **Course project:** We aim for a project which can function as "authentic assessment." 35% Choose from the poster, paper, video, workshop or website option. Note slightly different due dates for each.

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: April 29, May 1, May 7. Sign-up in section for the presentation date best for you.

Paper (must be solo). 8-10 pages, due April 25 in section. 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). Present in section April 25 or special session if necessary, May 7, 5pm, after Poster Session 3. Audience will ask questions.

Web page. For web-savvy students, design on-line survey class can take or prepare innovative, web presentation (use people.bu.edu pages or on your own site elsewhere). Similar to poster except for web format. Can be done in a pair. Due Friday May 2. Examples on course website.

Workshop. Design section activity. Bring in outside speaker, materials for analysis/discussion. This is a new option for spring 2003 -- work with Prof. Harris and TF Liz Donovan to develop your idea for a workshop.

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.

Posting to Courseinfo Discussion Board

(1) Refine your ideas and obtain feedback from class members by posting your project proposal to the courseinfo site **March 25-April 15.** (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? (3) After you have viewed posters, videos and websites, write short reviews (5-10 sentences, or more if you are inspired) of **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, if you can, for your comments.) As an alternative to commenting, choose a video whose topic interests you and bring (in writing) a serious/challenging question to the screening. When writing your critiques, please mention at least one area in which the poster or presentation could have been improved (see courseinfo website "Assignments" for more guidelines on commenting). Post your comments on the courseinfo site anytime after the event but no later than **Tues May 13.**

Frequently Asked Questions

Question: If I choose to do a joint project with another classmate, does the project have to be twice as much work, since two people are receiving credit? **Answer:** The two of you may well learn more than if you did an equivalent project on your own, because discussing and researching with another person reinforces the learning process. Nonetheless, you may want to be more ambitious than you would be if you were doing the project solo. Choose a collaborator whose skills and knowledge will complement your own.

How to contact Prof. Harris: Speak to me after class about meeting another time if my office hours are not good for you. I will end class 5 minutes early on most class days to accommodate students who want to see me but have to leave immediately after class. Feel free to phone afternoons and evenings or stop by. While I will always answer email if you send it, I prefer not to correspond via email because I need to restrict my typing as I have chronic finger injury due to excessive typing. Thank you for understanding.

Readings (At bookstore and on reserve)

Laura Berk, *Child Development*, 6th Edition. Also: *Child Growth and Development*, 02/03 (9th. Ed). Reserve readings are mainly important if you miss lecture or want more information.

Lectures and Reading

“Ch” refers to chapters in the Berk Text. CG is Child Growth and Development. Please read the whole chapter listed, to get a feeling for the coherence of the broad subject areas in developmental psychology. My lectures frequently focus more narrowly on the specific topics listed for each week.

- Jan 14 Ch 1 Overview; Historical Foundations; *ChildGrow 1, End of Nature vs. Nurture*
- Jan 21 Ch 2-3 Correlation is not causation; Prenatal Development; Teratogens. *CG 3, Fetal Psych*
- Jan 28 Ch 4 Survival Skills; Reflexes; Perceptual abilities; infant emotions (see also p. 397-402). Ch 5 p 170-175, 181-188 (material relevant to brain development and infancy). *SIDS CG 4, World of the senses. CG 5, Kids, start your engines.* Thursday: Ch 6 Sensorimotor functioning, Cognitive development;
- Feb 4 Ch 6 Preoperational thought; *CG 8, Categories...children's thinking.* Ch. 7 Children accusing adults.
- Feb 11 Ch 7 ADD. Ch. 8 IQ, Intelligence, The Flynn effect. *CG 6 Quest for a super kid. CG 10: Giftedness.* Thurs: Ch 9 Language development., Critical periods; Early brain damage.
- Feb 20 (No class Feb 18, Tues is Monday schedule.) Bilingualism. Cog dev deaf children p. 263; Ch 9 p. 365, Williams syndrome. *CG 32. The early origins of autism; CG 33, Dyslexia...reading.*
- Feb 25 Ch 10 Attachment, *CG 14, A sense of self; CG 16 Babies, Bonds and Brains; CG 22, American child care today.* Temperament, esp p. 412-420. Reserve: article by Fox, Inhibition...exuberance. Goodness of Fit. *CG 30, The effects of poverty...; CG 31, Effects of maltreatment...resiliency; CG 17, What ever happened to play?* Ch. 11 Theory of mind, esp. 462-471; 443-446; *CG 9, Young children understand what others feel... CG 18, Friendships...dev. significance.* Perspective taking, 462-475, also p. 543.
- March 4 Tues March 4 Test 1 covering Ch 1-11. Thurs: Ch. 12 Aggression; *CG 29, Why the young kill.* Moral reasoning, *CG 25, The moral development of children.* Friday March 7 is last day to drop with W grade.

March 11 Spring Break

- March 18 Ch. 13 Gender; *CG 7 Evolution an development of sex differences; CG 13, Where the boys are.* Are men oppressed by rigid gender roles? Children with ambiguous genitals (see reserve list). Theories of homosexuality; p 206-208. Dickemann reserve reading; Gay and Lesbian parents; Patterson Reserve.
- March 25 Ch 14 Parenting styles, also p. 451-452. *CG 20, Contemporary research on parenting: The case for nature and nurture; CG 23, Do working parents make the grade? CG 24. Father love and child development.* Divorce, Transitions; *CG 21 Five perspectives on the association between marital transitions and children's adjustment.* Sulluway Reserve on Siblings, birth order (box on J. Harris).
- April 1 Ch 15 Children and advertising; TV. Reserve reading, Kohn, *Punished by rewards*; Ch 15 Schooling, Open Classroom. *CG 11, The first seven...and the eighth: A conversation with Howard Gardner; CG 15, Emotional intelligence: what the research says*
- April 8 Continue education: Authentic Assessment, p. 342, Ch 8 language customs, p. 39-340. Reserve: Tharp, The cultural compatibility hypothesis. Thurs: Ch 5 Puberty (read all sections related to teen years, 175-181; 188-212; Ch 11, p. 456-461, Ch 15 p. 600-601.
- April 15 Ch. 12: Delinquency; Teen Violence. Teen suicide p. 459; *CG 35, Escaping from the darkness.* Ch 5. Teen pregnancy; Brooks-Gunn reserve: Sexuality...AIDS.
- April 22 Ch 15, Substance abuse; *CG 28, Getting stupid.* April 24 Thurs Test 2 on Ch 13-15 + teen topics.
- April 29 Tues, Poster Session 1, Thurs May 1 Poster session 2. Make-up Test Mon May 5, 2pm, Rm Psy 123
- May 7, 2-4 pm Final Exam Time: Poster Session 3. Present 1 hr, visit other posters 1 hr. Attendance required.