

**PSYC 3331A
Child Psychology
Spring, 2004
Jan Kennedy, Ph.D.
2261 Carroll Building
12:00 - 12:50 MWF**

PSYC 1101 is a prerequisite for enrollment in this course. This course satisfies Group 1 requirements for the Psychology major.

OFFICE HOURS: 1:00 - 2:00 MWRF
or by appointment
OFFICE: 1060A Carroll Building
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TEXT: Kail, R. V. (2001). *Children and their development*. Upper Saddle River, NJ: Prentice Hall.

COURSE DESCRIPTION: This course is concerned with normal human development, especially during the first few years of life.

In this course you will learn about:

- how biological, cognitive, and social factors interact in the development of the child
- classic and contemporary developmental theories and research that attempt to describe and explain child development
- how psychologists think about early development and how they go about finding answers to various questions concerned with early growth

Class activities are designed to assist you in:

- developing your oral communication and writing skills
- thinking critically about development issues
- applying developmental findings to your own life
- developing your own theory of how to foster optimal development in children and adolescents

TESTS: Four tests will be given (see attached schedule for dates) during the semester, as well as a comprehensive final exam (5 tests in all). Tests will consist primarily of multiple-choice, short-answer and essay-type questions. Each test will consist of 100 points. Tests may include assigned materials not explicitly covered in the class, as well as lecture material not covered in the text. No makeup exams will be given. If you miss a test, you will receive a "0" on that test. However, you may drop your lowest test grade (including the final). Your four retained test grades will account for 85% of your overall course grade.

Exams will be given during the first 40 minutes on the scheduled date. After 40 minutes, we will go over the objective portions of the test so that you can have immediate feedback on how well you did. No one will be admitted to a test session after the first student to complete the test has left the room. I will keep a running account of your grade in the course, if you like, on my door, by a code name, so you will always know where you stand in the course.

"WEEKLY" PROJECTS: On most Wednesdays you will be given an opportunity to complete a project involving observations of children, interviews with parents or child care professionals, or other appropriate observations so you can apply the concepts that we will be learning in class. If you decide to complete a particular project, the following requirements **must** be met (absolutely no exceptions):

- (1) you must turn in your 2-3 page summary of your activity the following Monday at the **beginning of class**;
- (2) you must **be present** to share your data, observations, conclusions, etc. with the class;
- (3) the paper must be **typed** and **stapled**.

You are required to complete three of these projects, which together account for 15% of your grade. Each project is worth 100 points. A list of the projects is attached, along with the chapter associated with the assignment so that you can plan accordingly. Detailed instructions for each project will be given at the appropriate point in the term (when we are beginning to cover the relevant chapter). If you choose to complete more than three projects, I will count the three highest grades for projects completed.

GRADES: In summary, each assignment is weighted in the following way:

Assignment	Percentage of Final Grade
Tests (4 highest test grades)	85
3 Projects	15

Final Grades will be assigned as follows

Grade	Average
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

CLASS ATTENDANCE AND PARTICIPATION: You are expected to be present and on time for each class meeting. Of course, you are responsible for material covered and announcements made during your absence from class. Your thoughtful participation in class discussions will make the course more meaningful to you and make it a more interesting course for you and your

peers. Reading newspapers or materials for other classes, sleeping, copying missed notes, and other behaviors that are not “on task” during class sessions are distracting to me and to those around you and will not be allowed. Please turn off your cell phone before you come to class. When you are present in class, I expect you to have read the assignment and be ready to participate in class activities. Just as you expect me to be prepared for class, I expect you to do your part in preparing for the learning session.

Class time will be spent primarily with lectures, but practical exercises, demonstrations, film clips, and discussions will be included. I welcome your questions and relevant contributions to class discussions.

ACADEMIC DISHONESTY: Cases of academic dishonesty are dealt with according to policies outlined in the student handbook. You should note that the minimum penalty requires a grade of “0” for the assigned task and academic probation for one term for a first offense. Academic dishonesty involves representing any work turned in (whether tests, papers, etc.) completed in any part by others as your own.

ADMINISTRIVIA: I am very interested in your getting a lot out of this course and hope that you enjoy it as well. I will be happy to discuss questions related to the course during my office hours. If you are not free during my office hours, we can schedule a meeting at a mutually convenient time. Generally, when my office door is open, I am happy to see you. However, when my door is closed, it is a signal that I prefer not to be disturbed or am not in. I would especially appreciate not being interrupted during the half-hour before a class when I am reviewing my notes and getting ready for class. Feel free to e-mail me if you like.

COURSE OUTLINE AND READING ASSIGNMENTS

Date Topic Reading Assignment (Page #'s)

January

6	Introduction to Course	
8	Principles and Issues in Development	1-13
10	Scientific Study of Children	14-27
13	Theories of Development	29-41
15	(con't)	41-49
17	(con't)	49-56
20	MLK Day	
22	Genetics and Environmental Foundations	59-85
24	(con't)	85-93
27	Prenatal Development	99-107
29	Teratogens	108-122
31	Conception and Technology	122-130

February

3	Test 1	
5	The Newborn	145-157
7	Early Physical Development	163-171
10	Reflexes and Early Sensory Capabilities	172, 175-179
12	Cognitive Development in Infancy	191-207
14	Early Language Development	209-215
17	Early Psychosocial Development	221-229
18	Last Day to Withdraw without Penalty	
19	Attachment	229-244
21	Cognitive Development in Early Childhood	279-289
24	(con't)	289-295
26	Day Care and Preschool	295-307
28	Test 2	

March

3	Psychosocial Development in Early Childhood	311-327
5	(con't)	327-332
7	(con't)	335-336

10	Physical Development in Middle Childhood	346-360
12	(con't)	363-365
14	(con't)	

17-21 Spring break

24	Cognitive Development in Middle Childhood	371-381
26	(con't)	381-394
28	(con't)	394-400

31 **Test 3**

April

2	Psychosocial Development in Middle Childhood	403-411
4	(con't)	411-416
7	(con't)	416-429
9	Cognitive Development in Adolescence	465-472
11	(con't)	472-479
14	(con't)	481-489
16	(con't)	489-491
18	Psychosocial Development in Adolescence	495-505
21	(con't)	505-509
23	(con't)	521-523
25	Test 4	

28 Last Day of Class

May

2 Final Exam (12:30 – 2:30)

Child Psychology Project Index

The following is a brief description of each of the projects that you will have an opportunity to complete this semester. You can decide early which of the three projects interest you most and plan accordingly. **Select only one project from a particular chapter.** Note that if you do not have access to children, you should consider projects with an asterisk. Specific instructions for each project assignment will be given when we cover the appropriate chapter.

<u>Project</u>	<u>Brief Description</u>	<u>Chapter</u>
*1	Observe and record the behavior of a child 2-8 years old for 15 minutes with another student from this class.	1
*2	Review journal articles in the library which illustrate major theories in child psychology.	2
*3	Interview four adults outside of class with regard to their attitudes concerning various technological advances in prenatal development.	3
*4	Estimate what it costs to have a baby and maintain the infant for the first year. You will talk with hospitals, physicians' offices, and price baby equipment at department stores, etc.	5
*5	Watch the TeleTubbies TV show and describe how the show is designed to increase the cognitive and language skills of toddlers.	7
6	Observe two preoperational or concrete operational children (about 3-9 years old) completing Piagetian conservation tasks.	10
7	Interview two preschool (3-5 years) children individually about their knowledge of the physical world.	10
8	Interview one three-year-old and one five-year old about their absolute knowledge. Compare the results.	10
9	Interview two children in middle childhood/early adolescence (9-16 years old) with regard to their moral development.	13
*10	View the movie, "Breakfast Club," and describe the moral development levels of four of the main characters.	16

Tips on how to make an "A" in this course:

1. Be on time for class. Important announcements are generally made at the beginning of class. Moreover, it is often difficult too know what is going on if you miss the first few minutes of a lecture or activity.
2. Read each chapter (at least skim it) before relevant lectures. This will make the lectures more meaningful and will allow you to know whether the topic is addressed in the text. I assume when I lecture that you have read the assigned readings.
3. The same day as the lecture, go over your notes. Either rewrite them, type them, or simply read them again. This will allow you to make sure that they are legible and make sense while the information is still fresh.
4. Before a scheduled exam, start reading the chapters in detail at least several days before the test. The tests are very specific. You will cover a lot of information, and I obviously cannot ask you to tell me everything you have learned. So I will ask you very specific questions about certain sections that you have studied. You must read the chapters more than once to do well on the tests.
5. The tests generally are made up of about 50% information from lectures and 50% from your text. Therefore it is imperative that you study both.
6. Since tests depend heavily upon notes, you must come to class every day if you expect to do well on tests.
7. Get actively involved in class discussions. Developmental psychologists certainly don't have all the answers to questions about children, so input from parents and others who deal with children (as well as former children) help to make the class more interesting—especially if you have read relevant sections of the text—and will make the learning more valuable to you.
8. Plan ahead which projects you intend to do and how you are going to do them. If you don't have ready access to children, plan on doing projects that don't require direct interaction with children. Remember, too, that children get sick, are uncooperative, and go out of town, so don't depend on doing all of your projects near the end of the term in case your interviewee is unable or unwilling to participate.
9. After you have written each project summary, read over it again. Many "A" papers become "B" papers because of misspelled words, awkward sentence construction, or careless mistakes. Correct these simple problems to make it an "outstanding" paper.