

PSYCHOLOGY 412A: HUMAN DEVELOPMENT: INFANCY & CHILDHOOD
Winter 2009 • Monday & Wednesday 4:20-6:00pm • King Hall C4073

SYLLABUS

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COURSE GOALS

The purpose of this course is to teach students the basic concepts and mechanisms inherent in the process of human development from conception to childhood. The course examines the biological, intellectual, social, emotional, and moral aspects of development.

LEARNING OBJECTIVES

At the completion of this course, students will be able to:

- Understand the principles of development.
- Describe child behavior and development in specific content areas.
- Observe and analyze child behavior and development.
- Apply knowledge of child development to explain behavior in various field settings: home, school, recreation, or other arenas.
- Demonstrate the ability to think critically and analytically, and to reason logically about issues in child development using course information and past experiences.
- Demonstrate an understanding between theory and practice and be able to apply classroom learning to situations in life outside the classroom.
- Demonstrate an understanding of the scientific methods used to learn about child development.
- Understand the basic physical changes in the body and brain during childhood and the factors important for healthy growth.
- Understand the cognitive changes during childhood from a Piagetian and Information Processing perspective.
- Understand the social and emotional changes during childhood.

REQUIRED READINGS

1. Novak, G., & Pelaez, M. (2004). Child and adolescent development: A behavioral systems approach (1st ed.). Thousand Oaks, CA: Sage Publications, Inc.

COURSE STRUCTURE

Most of the course information will generally be presented via lecture, discussion, and demonstrations. Films, clinical examples, and guest speakers may also be used. To assist with the quality of notes you take in class, copies of the PowerPoint® presentations or guided notes *may* be provided for *some* lectures. When provided, the PowerPoint® handouts will have missing information that must be filled out during class discussions. If available, PowerPoint® slides will be posted at www.shabani-institute.org (click on academic courses; select CSULA). In addition, class participation is encouraged and expected in order to help facilitate active discussions.

My main desire is that you enjoy this course and that you find it valuable for many reasons. In addition to learning some interesting material, I think this class will foster continued development of your critical thinking abilities. You will also have an opportunity to practice your communication skills in this class by interacting with me and with your classmates. I will try to help you express your ideas to others clearly and openly. I hope you will see the relevance of this class in your own daily life and have a better understanding of how children develop.

I would like to get to know you in person and make sure that you're getting what you can out of this class. In order to facilitate this process, I encourage you to come see me anytime during the quarter to review your progress. In addition, feel free to approach me any time to discuss any feedback you may have regarding how this class is working for you.

EXPECTATIONS OF STUDENTS

As a sign of respect to your fellow students and me, I expect every student to arrive at class on time and stay throughout the class. If you cannot meet one of these expectations on a specific day, please check with me ahead of time. Given the nature of the course content, we will be discussing a variety of challenging and sometimes sensitive topics in class. Nonetheless, I expect you to treat your fellow students and me with respect at all times. Please remember to turn off your cell phones while in class. I do not mind food and beverages as long as you clean up after yourself.

ATTENDANCE AND MAKE-UPS

You are responsible for anything that occurs during class, including announcements or changes of schedule. This means that if you miss class you should find out from another student what you missed. There are no make-ups for missed exams or pop quizzes. Instead, a cumulative remedial exam will be offered during finals week (this will only cover one missed exam; no quizzes can be made up). If you miss an exam, I offer one remedial exam at the end of the quarter, the score from which will replace your lowest exam score, including a zero from a missed exam. But do not miss more than one exam (the remedial will cover only one exam; if you miss two exams, the second one you miss will count as a zero).

CANCELED CLASSES

If an exam (or pop quiz) cannot be given because classes are canceled or for any other reason, the missed exam (or pop quiz) AND the scheduled exam (or pop quiz) will be given the day we return even if there has been no lecture over the material and even if there is another scheduled activity for that day. Likewise, if a non-exam (or non pop quiz) class is canceled for any reason, the exam (or pop quiz) will be given on the scheduled day even if there has been no lecture over the material.

ACADEMIC MISCONDUCT

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the department chair who will decide if the situation warrants further action.

EVALUATION OF STUDENT PERFORMANCE

EXAMS

There will be three exams this semester, each covering 4 or 5 course topics. The exams will consist of approximately 40-50 objective (e.g., multiple-choice, true/false) and fill-in type questions. There will also be approximately 5-10 short-answer questions. Exams will be worth 60 points each. You will have the entire class period to complete your exam. There will be no final exam; however during finals week a remedial exam will be offered. Format of the remedial exam will be similar to the other exams. The remedial exam will be cumulative and can be used to replace a missed exam or a low grade on one of the previous three exams taken during the quarter.

ASSIGNMENTS

Observational Study Paper Guidelines: (120 points; Due Monday March 2nd)

Each student will complete two (2) observations on children who each represent one of three possibilities:

1. Infant/toddler (1 month to 3 years),
2. Preschool child (3 to 6 years old), OR
3. School-age child (6 to 11 years old).

Each observation will be for a period of 45 minutes. The following things will be observed and recorded:

1. **Setting**: Briefly describe the setting of the observation, including place and situation. Who are the people present and what are their roles? What type of activity was occurring? What was the time of day? Include anything else necessary that may enhance our understanding of the setting.
2. **Child**: Provide ALL information possible to give a naive reader a full description of the child, including his/her physical characteristics, expressions, and appearance; personality, mood, and activity level. To preserve confidentiality, assign each child a name that represents the child (for example, Speedo). How old is he/she, as far as you can tell?
3. **Behavior**: Record ALL of the behavior (i.e., each action) exhibited by the child over a period of 45 minutes. Indicate strength or quality of activity level. Include interactions, movements, and activities, even silence. Be objective! Do not use words like happy, sad, depressed, or angry – these are judgments based upon the behavior being demonstrated. Describe only the behavior. Do not interact with the child or try to interpret “why” he/she may be doing something (or not).

Paper Guidelines:

Use of APA writing style with 12-point font (**10 points**), along with rigorous proofing and citing (**10 points**) is required. The paper will consist of the following sections:

Section One (30 points): The handwritten records of the setting and behaviors of each child observed, as well as a typed version of these observations.

Section Two (35 points): Analysis of the observed behaviors of each child using at least three (3) theoretical perspectives (not concepts) of child development per child. These areas may include – but are not limited to – theories of social development, moral development, cognition, etc.

Section Three (35 points): Compare and contrast the two children observed according to their developmental abilities applying at least 3 concepts per child. This section should be about two (2) pages in length. Also include any other comments, questions, or concerns you may have about either child you observed – here is where you may draw judgments or conclusions based upon what you have observed. For example, “Because Jimmy’s behavior was so hyperactive, intrusive, and lacked the most basic levels of focus expected of a 9 year-old during my observation; I believe that he should be evaluated for hyperactivity.”

POP QUIZZES

If for any reason I believe students are not coming to class prepared with the days reading, a pop quiz may be given. Pop quizzes will generally be 5-6 short-answer or fill-in the blank questions and worth a total of 10 points. There are no make-ups for pop-quizzes. If you are not in class the day a pop-quiz is given you will receive a zero.

COURSE GRADE

You can earn 180 points (60 x 3 = 180) from each exam and 120 points for the observational study paper for a total of 300 points. The total number of points may change depending on the number of pop quizzes given during the quarter. **Your final grade will, thus, be based on a total possible of 300 points.**

Your final grade in the course will depend only on the total number of points you accumulate during the semester as follows:

A	= 92% or higher
A-	= 90-91.4%
B+	= 86-89.4%
B	= 82-85.4%
B-	= 80-81.4%
C+	= 76-79.4%
C	= 72-75.4%
C-	= 70-71.4%
D+	= 66-69.4%
D	= 62-65.4%
F	= below 61.4%

Exams, the observational study paper, and pop quizzes are your ONLY opportunity for points in this class. There will be NO extra assignments or extra credit opportunities.

REGRADES

Graded exams will usually be returned on the class following the exam. If you believe that the scoring was in some way inaccurate, you have one week to submit the exam to be reviewed; exams turned in after this one-week period will not be reconsidered. Simply return the exam with a written explanation of why you believe you should not have lost points. Be sure to indicate which question(s) you want reviewed.

GRADE PRINTOUT

After each exam a computer printout of your points to date in the course will be posted in or near the classroom or emailed to you. The printout includes your total number of points to date and your current point percentage, which is equivalent to your course grade. Thus, you will have a written record of your grade in the course.

SCHEDULE

Note: I reserve the right to alter the schedule at any time.

Week	Day & Date	Topic	Readings	Exam/ assignment due
Week 1	Monday Jan. 5	Hand-out syllabus	None	
Week 1	Wednesday Jan. 7	No class	Syllabus	
Week 2	Monday Jan. 12	Introduction to development	Chp. 1	
Week 2	Wednesday Jan. 14	Research methods & modern developmental theory	Chp. 2	
Week 3	Monday Jan. 19	MLK day (no class)	None	
Week 3	Wednesday Jan. 21	Behavior genetics	Chp. 3	
Week 4	Monday Jan. 26	Prenatal development	Chp. 4	
Week 4	Wednesday Jan. 28	Exam #1	Chps. 1, 2, 3, & 4	Exam #1
Week 5	Monday Feb. 2	Habituation & respondent learning	Chp. 5	
Week 5	Wednesday Feb. 4	Operant learning	Chp. 6	
Week 6	Monday Feb. 9	Cognitive development	Chp. 7	
Week 6	Wednesday Feb. 11	Communication	Chp. 8	
Week 7	Monday Feb. 16	Exam #2	Chps. 5, 6, 7 & 8	Exam #2
Week 7	Wednesday Feb. 18	Temperament, gender & self	Chp. 9	
Week 8	Monday Feb. 23	Social & emotional development	Chp. 10	
Week 8	Wednesday Feb. 25	Antisocial behaviors	Chp. 11	
Week 9	Monday March 2	Family system	Chp. 12	Observational study paper due
Week 9	Wednesday March 4	Adolescence	Chp. 14	
Week 10	Monday March 9	Exam #3	Chps. 9, 10, 11, 12 & 14	Exam #3
Week 10	Wednesday March 11	Cal-ABA (no class)	None	
Finals Week (March 16-21)	Monday March 16 4:30-7pm	Remedial exam	Chps. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 14	Remedial Exam