

## **PY 030, Fall 2012**

### **Child Growth and Development**

**Instructor:** Miriam Tillinger

**Office:** Campion 239

**Office Hours:** Thursdays 9:30-11:30am or by appointment

**Email:** [tillinge@bc.edu](mailto:tillinge@bc.edu)

**Class Meeting Times:** Tuesdays and Thursdays, 12:00-1:15 in Campion 204

### **General Information:**

#### **Course website information:**

Some resources for this class will be posted on BC's online course management system, Blackboard Vista at <http://cms.bc.edu>. When you login using your BC username and password, you will see a course list that includes two websites for PY030:

***Child Growth and Development Common Site:*** This site was created by Child Growth and Development course coordinators for all sections of PY 030. Materials that are common to all sections of PY 030 will be found on this site (e.g., information regarding the literature review assignment), along with additional resources such as media clips and links to professional organizations related to child development.

***PY030.04:*** This site was created specifically for your section (04) by your instructor. Materials specific to your section (e.g., lecture notes, assignments, syllabus) will be found on this site.

Your instructor will let you know what other resources can be found on each of these sites. If you encounter any difficulties with Blackboard Vista, please email [cms@bc.edu](mailto:cms@bc.edu).

### **Course Description:**

This is the first part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development in today's society and the place of education in promoting healthy development for all children.

This course (PY 030) is designed to acquaint students with multiple processes of child development including physical, cognitive, linguistic, social, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Classic theories, contemporary issues, and key research studies in child development will be discussed and analyzed in view of their application to educational and other applied settings.

## **Course Goals:**

The following goals will be integrated throughout the course:

***Informational:*** Students will demonstrate an ability to recognize and interpret the basic developmental milestones, theories, and processes of development from infancy through adolescence.

***Practical:*** Students will learn how to research a topic in developmental psychology using electronic databases and professional journals, and prepare a literature review on a topic of interest.

***Conceptual:*** Students will demonstrate an understanding of key principles of developmental psychology as they apply to educational settings.

***Analytical:*** Students will demonstrate the ability to use fundamental theories and principles of child development to analyze real-world settings.

## **Textbook and Other Course Materials:**

- 1) Berk, L. E. (2013). Child Development, 9<sup>th</sup> edition, Boston: Pearson.
- 2) Park, C. C. (2001). The Siege. Boston: Little, Brown.
- 3) Additional course readings will be posted on Blackboard.

\*\*\* NOTE: The following section outlines the topics that will be covered in this course and provides a tentative class schedule. Please note that although every attempt will be made to adhere to this schedule, some changes may be necessary as the semester progresses. You will be notified of any changes ahead of time and updated versions of the syllabus will be posted on the Blackboard Vista site for this section (PY030.04). Readings are to be completed by the indicated date.

## **Class Schedule of Topics, Readings, and Assignments**

<b>Date</b>	<b>Topic</b>	<b>Readings prior to class</b>	<b>Assignments due today</b>
Tues. Sept. 4 <sup>th</sup>	Course Overview & Introduction to the Field of Child Development		
Thurs. Sept. 6 <sup>th</sup>	Big Theories, Prenatal Development	Berk, ch. 1: pp. 6-10, 26-31 Berk, ch. 3: pp. 90; 120-124	
Tues. Sept. 11 <sup>th</sup>	Infancy, Forms of Early Learning	Berk, ch. 1: pp. 17-18 Berk, ch. 4: pp. 129-136; 139-146	<b>Discussion Questions (Group One)</b>
Thurs. Sept. 13 <sup>th</sup>	Perceptual Development, Physical Growth	Berk, ch. 4: pp. 152-171 Berk, ch. 5: pp. 174-184	<b>Discussion Questions (Group Two)</b>
Tues. Sept. 18 <sup>th</sup>	Brain Development, Introduction to the Literature Review	Berk, ch. 5: pp. 184-190  Literature Review section on Common Blackboard Site  Sample Literature Review (on Blackboard)	
Thurs. Sept. 20 <sup>th</sup>	Research Methods	Berk, ch. 2	
Tues. Sept. 25 <sup>th</sup>	Empirical Research Articles, Use of Online Databases in Education and Psychology	Kitzmann et al., 2002 Lockwood et al., 2001 (articles on Blackboard)	
Thurs. Sept. 27 <sup>th</sup>	Piaget's Cognitive Developmental Theory	Berk, ch. 1: pp. 19-21 Berk, ch. 6: pp. 225-245	<b>Discussion Questions (Group One)</b>
Tues. Oct. 2 <sup>nd</sup>	Piaget's Cognitive Developmental Theory, cont.	Berk, ch. 6: pp. 245-261	<b>Discussion Questions (Group Two)</b>
Thurs. Oct. 4 <sup>th</sup>	Vygotsky's Sociocultural Theory  <i><b>Guest Speaker, Erin McDonald</b></i>	Berk, ch. 1: pp. 25-26 Berk, ch. 6: pp. 266-273	<b>Topic and one abstract for Literature Review</b>

Tues. Oct. 9 <sup>th</sup>	Information Processing	Berk, ch. 1: pp. 21-23 Berk, ch. 7: pp. 277-282; 284-286	
Thurs. Oct. 11 <sup>th</sup>	Info Processing, cont., Comparing Cognitive Theories	Berk, ch. 7: pp. 286-307; 314-315	
Tues. Oct. 16 <sup>th</sup>	Intelligence, IQ Testing	Berk, ch. 8: pp. 319-346	<b>Abstracts &amp; Descriptive Paragraphs for Literature Review</b>
Thurs. Oct. 18 <sup>th</sup>	Language Development  <i><b>Guest Speaker, Miriam Heyman</b></i>	Berk, ch. 9: pp. 359-365; 368-384	
Tues. Oct. 23 <sup>rd</sup>	Language Development, cont.	Berk, ch. 9: pp. 384-397	
Thurs. Oct. 25 <sup>th</sup>	Midterm Review		<b>Review class material, Bring questions to class</b>
Tues. Oct. 30 <sup>th</sup>	<b>MIDTERM EXAM (in classroom)</b>		
Thurs. Nov. 1 <sup>st</sup>	Emotional Development	Berk, ch. 1: pp. 15-17 Berk, ch. 10: pp. 401-418	<b>Discussion Questions (Group One)</b>
Tues. Nov. 6 <sup>th</sup>	Temperament, Attachment	Berk, ch. 10: pp. 418-433  <i>Begin <i>The Siege</i></i>	<b>Discussion Questions (Group Two)</b>
Thurs. Nov. 8 <sup>th</sup>	Writing a Literature Review	Continue reading <i>The Siege</i>	<b>Literature Review Comparison Chart</b>
Tues. Nov. 13 <sup>th</sup>	Self and Social Understanding	Berk, ch. 11: pp. 447-471  Continue reading <i>The Siege</i>	
Thurs. Nov. 15 <sup>th</sup>	Autism and the Self  <i><b>Guest Speakers, Stephanie Fillers &amp; Andrea Barruch</b></i>	Berk, ch. 11: pp. 457  <i>The Siege</i> , ch. 1-7, 13, 14, epilogue	

Tues. Nov. 20 <sup>th</sup>	Literature Review Workshop		<b>Paper on <i>The Siege</i></b>
<b><i>Thurs. Nov. 22<sup>nd</sup></i></b>	<b><i>Thanksgiving – NO CLASS</i></b>		
Tues. Nov. 27 <sup>th</sup>	Moral Development	Berk, ch. 12: pp. 485-502; 510-519	<b>Discussion Questions (Group One)</b>
Thurs. Nov. 29 <sup>th</sup>	Gender Differences	Berk, ch. 13: pp. 528-547	<b>Discussion Questions (Group Two)</b>
Tues. Dec. 4 <sup>th</sup>	Gender Differences, cont.	Berk, ch. 13: pp. 547-562	
Thurs. Dec. 6 <sup>th</sup>	<b>FINAL REVIEW</b>		<b>Literature Review Due</b>  <b>Review class material, Bring questions to class</b>
<b><i>Tues. Dec. 11<sup>th</sup></i></b>	<b><i>Study Days – NO CLASS</i></b>		
Wed. Dec. 19 <sup>th</sup>	<b><i>9:00am – FINAL (in classroom)</i></b>		

## **Grading:**

Paper on *The Siege*: **10%**

Midterm Exam: **20%**

Literature Review Topic and one Abstract: **P/F**

Literature Review Abstracts and Descriptive Paragraphs: **5%**

Literature Review Chart Comparing Articles: **5%**

Final Literature Review, including Appendix A (revised Literature Review Chart)  
and Appendix B (copies of the articles used in the paper): **20%**

Final Exam: **25%**

Discussion Questions: **5%**

In-Class Quizzes and Activities: **5%**

Class Participation and Attendance: **5%**

<b>Grade</b>	<b>Percentage</b>	<b>GPA</b>
A	94-100	4.000
A-	90-93	3.667
B+	87-89	3.333
B	84-86	3.000
B-	80-83	2.667
C+	77-79	2.333
C	74-76	2.000
C-	70-73	1.667
D+	67-69	1.333
D	64-66	1.000
D-	60-63	0.667
F	Below 60	0.000

## **Course Requirements and Assignments:**

**Exams: Midterm** (Oct. 30<sup>th</sup>) and **Final** (Dec. 19<sup>th</sup>)

Exams will be made up of multiple-choice questions, short answer questions, and short essays that require knowledge of the material covered, as well as the ability to analyze and apply this knowledge. The midterm exam will cover material from the first half of the semester. The final exam will be cumulative, covering information from the entire semester. The exams will cover material from the textbook, class lectures, in-class activities, and any additional readings assigned during the semester.

**EXAMS MUST BE TAKEN AT THE SCHEDULED TIME – THERE WILL BE NO MAKE-UP EXAMS.** If a student is sick or otherwise unable to take the exam they must notify me before the exam. If a student needs to miss an exam due to illness they must provide a doctor's note. Any student who misses an exam without making prior arrangements will receive 0% for that exam.

**Literature Review:** (Due Thursday, Dec. 6<sup>th</sup>)

The literature review assignment is designed to help you access, interpret, and analyze research related to child development. This assignment involves finding a set of journal articles in psychology or education that are related to an approved topic.

Literature Review Steps:

**Topic and one abstract:** You will choose a topic for your literature review. You should read about the topic in your text and do a preliminary search for articles using PSYCHINFO, ERIC, or another appropriate search engine. Keep a hard copy of your search as you will need it for later work on this assignment. By reading abstracts of the articles you find in your search, you should be able to determine if there are a sufficient number of articles of interest to you on that topic. You will be asked to submit the topic, as well as one abstract of an article you found related to that topic on **Oct. 4<sup>th</sup>**.

**Abstracts and Descriptive Paragraphs:** You will select and review 5 empirical articles on your topic from academic, peer-reviewed journals. Copies of the abstracts of these articles and written paragraphs describing, comparing, and contrasting the articles are to be submitted by **Oct. 16<sup>th</sup>**.

**Literature Review Comparison Chart:** You will receive feedback on the articles you selected and the descriptive paragraphs you write. Based on this feedback, a revised version of articles and descriptive paragraphs will be used to make a chart comparing and contrasting the articles. This comparison chart is due on **Nov. 8<sup>th</sup>**.

**Final Literature Review:** The goal of the final paper is for you to summarize what is known about your topic (based on the articles you read) and to determine what next steps researchers who are interested in this topic should take. Both critical analysis and integration of information is central to this undertaking. Your final paper is due on **Dec. 6<sup>th</sup>** at the beginning of class and is expected to be scholarly in tone, substance, and presentation and should adhere to APA style as well as utilize correct grammar/spelling/etc. LATE PAPERS WILL NOT BE ACCEPTED.

\*\*\*Additional information about the literature review assignments will be handed out and posted on Blackboard Vista.

**Reaction Paper on *The Siege*** (Due Nov. 20<sup>th</sup>)

The purpose of this paper is for you to reflect and connect with the story in the book. Details and rubrics associated with this assignment will be handed out in class and posted on Blackboard Vista when appropriate. Papers should be scholarly in tone, should adhere to APA format, and should utilize correct grammar/spelling/etc. A hard-copy of the paper is due at the beginning of class.

**Ongoing Activities:**

***In Class Quizzes and Short Writing Assignments:***

In every class there is a possibility that you will have a quiz or a short writing assignment related to that day's readings. Quizzes will involve multiple choice and short-answer questions. Writing assignments will involve written responses to specific questions related to the readings. At the end of the semester your average grade on all quizzes and writing assignments will be factored into your final grade. A grade of 0 will be administered for any quiz or assignment that is missed without a valid excused absence. NO MAKE-UP QUIZZES WILL BE GIVEN.

***Attendance and Participation:***

Attendance at each class is expected and attendance will be taken at the beginning of every class. In addition, you are expected to actively participate and engage in class discussions and activities.

***Discussion Questions:***

Students will post discussion questions on Blackboard Vista for the 8 classes indicated on the above schedule. The class will be split into two groups; Group one will be responsible for 4 of the 8 discussion questions and group two will be responsible for the other 4 (as indicated on the schedule). The question can be about any topic from the assigned readings for that class. Questions must be posted by 9:00pm the night before the class (**Mondays and Wednesdays at 9:00pm**). Anything later than 9:00pm will get no credit. Students are encouraged to respond to other students' discussion questions as well, but not as a replacement for writing their own question.

**Additional Information:**

***Late Policy:***

Hard copies of all assignments must be handed in at the beginning of class on the day they are due. In addition, you are required to post an electronic copy of all written assignments on the Blackboard Vista site for section 05 – this must be done prior to the beginning of the class in which it is due. Assignments handed in or posted after the start of class will be counted as one day late. Ten points will be deducted from the grade of any assignment turned in one day late and ten additional points will be deducted for each additional day that passes. Early assignments are always welcome.

You are responsible for assignments even if you cannot be in class on the day they are due. If you cannot be in class, please post your assignment on Blackboard Vista AND email me a version before class time and it will not be counted as late.

Exams must be taken at the scheduled times - NO EARLY OR LATE EXAMS WILL BE GIVEN. Be sure to make any travel plans for the holidays or end of the semester accordingly – booking a flight home before an exam occurs is not a valid excuse to miss an exam!



***Electronics Policy:***

Phones must be put away in a bag (not on your person) and the must be set on SILENT.

Laptop computers will not be permitted in the classroom. Powerpoint slides will be posted on Blackboard Vista prior to each class and can be printed out prior to class for you to take notes on. Please see me at the start of the semester if you have a documented disability that requires use of a laptop computer for note-taking.

***Students with Disabilities:***

Boston College students who need special resources to accommodate specific learning challenges should visit the Connors Family Learning Center [www.bc.edu/connors](http://www.bc.edu/connors) or, for other special needs, one of the other offices at the university - for a list and email links (see <http://www.bc.edu/offices/odsd/disabilityservices/resources.html>). If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan ([Kathleen.duggan@bc.edu](mailto:Kathleen.duggan@bc.edu)) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett ([paulette.durrett@bc.edu](mailto:paulette.durrett@bc.edu)), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

***Academic Honesty/Plagiarism Statement:***

Students should consult the university policies on Academic Integrity (see <http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity>) and that of the Lynch School of Education ([http://www.bc.edu/schools/lsoe/academics/phd\\_policies.html#integrity](http://www.bc.edu/schools/lsoe/academics/phd_policies.html#integrity)) for a discussion of academic integrity. There will be no exceptions to these policies. Please also note specific additional www resources on the Responsible Conduct of Research (<http://www.bc.edu/research/oric/rcr.html>) as well as those within your individual disciplines.

***Academic Grievances:***

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or his or her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

## **Guidelines for the Literature Review**

**DUE:** Thursday, Dec. 6<sup>th</sup>, 12:00 pm (BEGINNING of class). Late papers will receive a deduction of ten points from their grade for each additional day they are turned in late.

### **Overview of the Assignment:**

You are to select and review five empirical articles on your topic from journals listed in psychology or education databases. The goal of this paper is for you to summarize what is known about this topic (based on the five studies) and to determine next steps researchers interested in this topic should take. Both critical analysis and integration of information is central to this undertaking. Your paper is to be scholarly in tone, substance, and presentation, including use of American Psychological Association (APA) style.

### **How to Identify an Empirical Article:**

It is critically important for you to be able to select empirical articles for this assignment. Empirical articles (i.e., studies) are articles where researchers have collected data. These are NOT book chapters, newspaper articles, dissertation abstracts, or papers presented at professional meetings. They must appear in peer-reviewed scientific psychological or educational journals. Psychology Today and Educational Researcher are examples of interesting publications that are NOT peer-reviewed scientific journals.

Empirical articles are usually organized into the following sections:

***Introduction:*** Situates the study in the psychological literature. The introduction reports what behavior is being examined. It reports the researcher's point of view or theory on the development of this behavior. It also relates how that point of view or theory fits with the rest of the research literature, that is, with the point of view of others in the field

***Method:*** Describes participants, materials, procedures, and measures used in the study

***Results:*** Reports statistical analysis of the data

***Discussion:*** Presents findings and conclusions the researchers draw from the findings.

Please note that if an article presents only a theoretical discussion and has no data reported it CANNOT be selected for your literature review. Also, make sure that the focus of the selected article is on psychological rather than medical/physiological issues. For example, if the article compares the effectiveness of different weight loss drugs, it is not appropriate for this assignment.

### **How to Look for Journal Articles:**

Look for journal articles through online databases listed on the BC libraries website. We will discuss how to do this in class on Sept. 25<sup>th</sup>.

### **Which Journals Have Peer-Reviewed Articles?**

*Child Development*  
*Cognitive Development*  
*Development and Psychopathology*  
*Developmental Psychology*  
*Early Childhood Research Quarterly*  
*Early Education and Development*  
*Educational Researcher*  
*Elementary School Journal*  
*Exceptional Children*  
*Family Relations*  
*Journal of Child Psychology and Psychiatry*  
*Journal of Cognition and Development*  
*Journal of Consulting and Clinical Psychology*  
*Journal of Counseling and Development*  
*Journal of Educational Psychology*  
*Journal of Experimental Child Psychology*  
*Journal of Applied Developmental Science*  
*Journal of Learning Disabilities*  
*Journal of Mental Retardation*  
*Journal of Research on Adolescence*  
*Journal of Social Psychology*  
*Journal of Teacher Education*  
*Psychological Science*  
*Psychology in the Schools*

### **How to Organize your Literature Review:**

Your paper will need to include several sections. Use headings to separate sections (see APA guidelines):

*Introduction:* A description of why this is an important topic to study. You may refer to books, book chapters, or reliable websites for information. As a website, we recommend the Tufts University Child and Family Webguide ([www.cfw.tufts.edu](http://www.cfw.tufts.edu)) as it will link with reliable sites (each site is rated). Be sure to cite your sources.

*A Brief Introduction to the Five Articles,* followed by a summary of the findings of each. You may refer to details in the table (in your “Chart of Articles”) in which you summarize the studies. Cite each study by the authors’ last names (e.g., Green & Lock, 2001).

*Integrated Research Findings:* In general, what do the studies – in aggregate – suggest? What overall conclusions can you make about your topic? If the findings differ, speculate here on why this may have occurred but indicate that you are speculating.

*Conclusions/Recommendations for Future Research:* Briefly summarize similarities and differences in the literature reviewed and make a conclusion about “what we are sure about.” Then, based on the analysis of these studies, what are important questions to ask in future studies? (i.e., what do you recommend for future research studies on this topic and why; link your suggestions to the studies you have reviewed rather than suggesting any type of study on the topic.)

*References:* Include the five studies here and any other references you have used.

*Appendix A:* This is your chart of articles: a table summarizing the studies. Directions for creating this chart will be given in more detail in class and posted on Blackboard Vista.

*Appendix B:* The set of five articles (these may have notes and highlighting on them).

Total length: around 10 pages (not including the cover page, references, or appendixes) with a firm 12-page limit. Use 12-point font, double space. As a back up, keep a copy on a flash drive. Please include a cover page and staple the pages of your paper together. Ideally, submit this in a pocket folder with your paper in one pocket and the articles in another. Put your name on the articles.

On the *cover page* include the following: The title of your paper; the course, section, and instructor, the date due, your name, and a statement that “this is my own independent work.” Please sign your name under the statement.