

# Ps 241b1 Developmental Psychology Fall 2003

Lecture Time:	MWF 2-3	Discussion Sections:	Friday 9am	10am	11am	12noon
Room:	SED 130	Begin Friday Sept 5	SOC B65	PSY B41	SOC B65	PSY B47

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

**Graduate Teaching Fellow:** Mike Parker; Rm 116 phone 358-1364 mfparker@bu.edu office hrs: Wed noon-2.

**Course website:** [http://courseinfo.bu.edu/courses/03fallcasps241\\_b1](http://courseinfo.bu.edu/courses/03fallcasps241_b1)(Course themes, assignments)

## Readings (At bookstore and on reserve)

Two texts: Laura Berk, *Child Development*, 6th Edition. *Child Growth and Development*, 03/04 (10th. Ed).

Reserve readings are mainly important if you miss lecture or want more information.

## Course Requirements

1. **Two tests;** non-cumulative, each 20% of final grade. Note make-up dates for excused absence. 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 4 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: Dec 10, 16, 19. Sign-up in section for the presentation date best for you.

**Paper.** Must be solo. 8-10 pages, due Wed Dec 3 in lecture. 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). Dec 5. Choose large screening room (SED 150) or small room. 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 with a collaborator. Post your cite between Dec 3 and Dec 12. Examples on course website.

**Workshop.** Design section activity. Bring in outside speaker, materials for analysis/discussion.

## 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).

## Posting to Courseinfo Discussion Board

(1) Refine your ideas and obtain feedback from class members by posting your project proposal to the courseinfo site **Nov 1-Nov 15** (later if necessary) (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, but **try to respond by Dec 1.** (3) After you have viewed posters, videos and websites, write short reviews (5-10 sentences -- see guidelines on website) 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 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.* Please comment by 11pm **Dec 20.**

## 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 with short questions or to make an appt. I will end class 5 minutes early on most class days to allow time for this. Feel free to phone or stop by my office afternoons and evenings. *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 periodic finger injury due to excessive typing. For this reason, I ask you to see me after lecture. Thanks for understanding. (If you do email: I receive more junk mail than real mail. To get by my spam filters put PS241 in subject.-- and forgive me if an email gets lost.)

### Lecture Topics and Reading Relevant to Lecture and Discussion Section

“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.

- Sept 3 Ch 1 Overview; Friday: Historical Foundations; *CG 1, End of Nature vs. Nurture*
- Sept 8 Ch 2-3 Monday Correlation is not causation; Wed-Fri Prenatal Dev; Teratogens. *CG 3, Mysteries of Fetal Life*
- Sept 15 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, Quest for a super kid, CG 5, Long-term recall*. Friday Ch 6 Sensorimotor functioning, Cognitive development;
- Sept 22 Ch 6 Preoperational thought; *CG 7, Categories...children's thinking*. Ch. 7 Children accusing adults.
- Sept 29 Ch 7 ADD. Ch. 8 IQ, Intelligence, The Flynn effect. *CG 9: Giftedness*. Friday Ch 9 Language development., Critical periods; Early brain damage.
- Oct 6 Bilingualism. Cog dev deaf children p. 263; Ch 9 p. 365, Williams syndrome. *CG 30. The early origins of autism. CG 11, How should reading be taught?*
- Oct 14 (Class meets Tuesday.) Ch 10 Attachment, *CG 21, American child care today*. Temperament, esp p. 412-420. Reserve: article by Fox, Inhibition...exuberance. Goodness of Fit. *CG 28, The effects of poverty...; CG 29 Scars that won't heal; CG 14, What ever happened to play?* Ch. 11 Theory of mind, esp. 462-471; 443-446; *CG 8, Young children understand what others feel... CG 15 Gender and group processes. CG 16 Girls want to be mean*. Perspective taking, 462-475, also p. 543.
- Oct 20 Monday First **Test**. Covers Ch 1-11. Wed Ch. 12 Aggression; *CG 17 Bullying*. Friday Moral reasoning, *CG 23, The moral development of children; CG 31, Voices...We beat and killed people*.
- Oct 27 Ch. 13 Gender; *CG 6 Evolution and development of sex differences; CG 12, 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.
- Nov 3 Ch 14 Parenting styles, also p. 451-452. *CG 18, Contemporary research on parenting: The case for nature and nurture; CG 22, Do working parents make the grade? CG 20 Whose in charge here?* Divorce, Transitions; *CG 19 Five perspectives on the association between marital transitions and children's adjustment*. Sulluway Reserve on Siblings, birth order (box on J. Harris).
- Nov 10 Ch 15 Children and advertising; TV. *CG 24, Tomorrow's child. CG 27 Parents or pop culture*. Reserve reading, Kohn, *Punished by rewards*; Ch 15 Schooling, Open Classroom. *CG 10, The first seven...and the eighth: A conversation with Howard Gardner*
- Nov 17 Continue education: Authentic Assessment, p. 342, Ch 8 language customs, p. 39-340. Reserve: Tharp, The cultural compatibility hypothesis. Wed: Ch 5 Puberty (read all sections related to teen years, 175-181; 188-212; Ch 11, p. 456-461, Ch 15 p. 600-601. Friday: Film on teen years. *CG 26 How adolescents spend time*.
- Nov 24 Monday class canceled. **Enjoy Thanksgiving Break**
- Dec 1 Teen topics in Ch 5, 13-15 and elsewhere in text. Brooks-Gunn reserve: Sexuality...AIDS. Substance abuse; *CG 25, Getting stupid*. Dec 5 **video screening**. Screening in SED 130 and smaller room TBA.
- Dec 8 Monday, Second **Test** Wed, First **Poster Session**. Fri, **Make-up Test**, 2pm Rm Psy 123
- Dec 19 3-5 pm Final Exam Time: Final **Poster Session**. Present 1 hr, visit other posters 1 hr. Attendance required.