

Ps 241b1 Developmental Psychology Fall 2002

Lecture MWF 2-3, Room SED 130 Discussion Sections: Friday 9,10,11,12, Room Psy B49

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

Graduate Teaching Fellow: Susan Fenstermacher; Rm 106, skf73@bu.edu, 358-1363 office hrs: Wed 3-5

Course website: http://courseinfo.bu.edu/courses/02fallcasps241_b1/ (Course themes, assignments)

Course Requirements

1. **Two tests**, non-cumulative; each 15% of your final grade. One cumulative make-up held Dec 13 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 = 10%
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." 40% Choose from the poster, paper, skit/video 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. Date: Dec 6 (section), Dec 13 (2-3pm), Dec 19 (3-6pm).

Paper (must be solo). 8-10 pages, due Dec 6 in section.

Skit/Video: 2-4 people work together to explain a theme in developmental psychology using a performance medium (15 minutes approx). Present in class Dec 11. Audience will ask questions.

Web page: For web-savvy students, design on-line survey class can take or prepare innovative, web presentation (use courseinfo site student pages or on your own site elsewhere). Similar to poster except for web format. Can be done in a pair. Due Dec 13. Examples on course website.

Handouts for the Poster and Skit/Video

The poster and skit/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. *Skit/video:* Write 2-4 pages describing how the skit/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 week of Nov 4. (2) Let your classmates know what ideas are interesting and give them advice about how to implement their ideas (minimum: respond to two people). (3) After the poster session: write a short review (5-10 sentences, or more if you are inspired) of 4 posters as feedback to the presenters. (4) For the video and web pages: choose one video OR one web-page to comment on. As an alternative to commenting, choose a video whose topic interests you and bring a serious/challenging question to the screening. Post your comments on the courseinfo site anytime after the event but no later than 6pm Dec 20.

Frequently Asked Questions

Question: If I choose to do a poster as a joint project with another classmate, does the project have to be twice as much work, since two people are receiving credit?

Answer: Our view is that 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, since two of you are cooperating, you may want to be slightly 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: Come to office hours OR speak to me after class or make an appt with me after class to meet another time if office hours are not a good time for you. I will end class 5 minutes early on most

class days to accommodate students who need to see me but have to leave immediately after class. Please telephone me at my office afternoons and evenings or stop by. While I will 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: 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. Weeks are referenced by the Monday which begins the week.

- Sep 4 Ch 1 Overview; Historical Foundations; *ChildGrow 1, End of Nature vs. Nurture*
- Sep 9 Ch 2-3 Correlation is not causation; Prenatal Development; Teratogens. *CG 3, Fetal Psych*
- Sep 16 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.* Friday: Ch 6 Sensorimotor functioning.
- Sep 23 Ch 6 Early cognitive development; Preoperational thought. *CG 8, Categories in young children's thinking.* Ch. 7 Children accusing adults. Ch 7 ADD
- Sep 30 Ch. 8 IQ, Intelligence. *CG 6 Quest for a super kid. CG 10: Giftedness.* Wed: Ch 9 Language development
- Oct 7 Ch 9 Critical periods; Early brain damage; Bilingualism. Cog dev deaf children p. 263; Ch 9 p. 365, Frontal predominance in Williams syndrome. *CG 32. The early origins of autism; CG 33, Dyslexia...reading.*
- Oct 14 Tues is Monday schedule. 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. Goodness of Fit. *CG 30, The effects of poverty on children; CG 31, Effects of maltreatment and ways to promote children's resiliency; CG 17, What ever happened to play?*
- Oct 21 Ch. 11 Theory of mind, esp. 462-471; 443-446; *CG 9, Do young children understand what others feel, want and know? CG 18, Friendships and their developmental significance.* Perspective taking, 462-475, see also p. 543. Ch. 12 Aggression; *CG 29, Why the young kill.* Moral reasoning, *CG 25, The moral development of children.*
- Oct 28 **Mon Test 1** covering Ch 1-12. Wed-Fri: 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).
- Nov 4 Theories of homosexuality; p 206-208. Dickemann reserve reading; Gay and Lesbian parents; Patterson Reserve Reading. 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.*
- Nov 11 Divorce, Transitions; *CG 21 Five perspectives on the association between marital transitions and children's adjustment.* Sulluway Reserve on Siblings, birth order; Ch 15 Children and advertising; TV.
- Nov 18 Reserve reading, Kohn, *Punished by rewards*; Ch 15 Schooling, Open Classroom. See also Authentic Assessment, p. 342, Ch 8 language customs, p. 39-340. Reserve: Tharp, The cultural compatibility hypothesis; *CG 11, The first seven...and the eighth: A conversation with Howard Gardner; CG 15, Emotional intelligence: what the research says*
- Nov 25 Monday class. Ch 5 Puberty (read all sections related to teen years, 175-181; 188-212; Ch 11, p. 456-461, Ch 15 p. 600-601. **Thanksgiving**
- Dec 2 Ch. 12: Delinquency; Teen Violence. Ch 15, Substance abuse; *CG 28, Getting stupid.* Teen suicide p. 459; *CG 35, Escaping from the darkness.* Ch 5. Teen pregnancy; Brooks-Gunn reserve: Sexuality...AIDS.
- Dec 9 **Mon Test 2** on Ch 13-15 + teen topics. Wed: Videos Fri, Dec 13 2pm: Makeup Test
- Dec 19, 3-6pm during Final Exam Time: Poster Session. Attendance required for all students for 2 hours (either 3-5 or 4-6). Presenters will present for 1 hour (sign-up for either 3, 4 or 5pm), look at posters a second hour.