

PSYCHOLOGY 324
DEVELOPMENTAL CHILD PSYCHOLOGY
SPRING 2011
TuTh 2-3:15

Bradford Pillow
353 Psychology-Computer Science Building
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Office Hours: Tu 12:30-1:30,
3:30-4:30; Th 12:30-1:30, or by
appointment

SYLLABUS

This course is a general introduction to developmental psychology. It will cover development from conception through adolescence. The course provides a broad survey of the development of biological, cognitive, social and personality characteristics during infancy, childhood, and adolescence. There will be an emphasis on theory and research methods. Topics to be covered include parent-infant attachment, the development of visual and auditory perception during infancy, parent-child and family relationships, language acquisition, cognitive development, the origins of gender differences in behavior, the development of aggression, children's peer relationships, autism, and cultural differences in development.

Schedule of Topics and Reading Assignments

Reading assignments include textbook chapters and articles on electronic reserves. The text for the course is *Child Psychology: A Contemporary Viewpoint, 7th Edition*, by Ross Parke and Mary Gauvain. The articles on electronic reserves may be accessed through the e-reserves link on Blackboard.

<u>Week of</u>	<u>Lecture Topic</u>	<u>Assignment</u>
January 18-20	Introduction Prenatal Development	Chapters 1 & 3 Brown & Pollitt (1996)
January 25-27	Perceptual Development	Chapters 4 & 5 Gibson & Walk (1960)
February 1-3	Emotional Development Infant-Caregiver Attachment	Chapter 6 pp. 179-200
February 8-10	Infant-Caregiver Attachment	Chapter 6 pp. 201-229
February 15-17	Exam 1: February 15 Temperament	Chapter 2
February 22-24	Language Acquisition	Chapter 7 Hickok, Bellugi, & Klima (2001)

March 1-3	Cognitive Development: Understanding Objects	Chapter 8 pp. 273-284 Baillargeon (1994)
March 8-10	Cognitive Development: Understanding Numbers Exam 2: March 10	Chapter 8 pp. 284-292
March 15-17	SPRING BREAK	
March 22-24	Cognitive Development: Understanding People & Living Things	Chapter 8 pp. 292-307
March 29-31	Memory & Intelligence	Chapters 9 & 10 Loftus (1997)
April 5-7	Parental Socialization & Family Relationships	Chapter 11 Teicher (2002)
April 12-14	Parental Socialization Exam 3: April 14	
April 19-21	Peer Relationships Aggression	Chapters 12 & 14
April 26-28	Gender Differences in Development	Chapter 13 Eliot (2010)
May 3-5	Autism & Social Understanding	Chapter 15 Frith (1993)

FINAL EXAM: Tuesday, May 10, 2-3:50 PM

Exams and Grades

There will be four multiple choice exams in the course. Each exam will be worth 100 points and will contain approximately 40-50 questions. The final exam will not be comprehensive. Exams will cover both lecture material and assigned readings.

For each exam, grades will be calculated as follows: (1) The two highest scores and the total number of questions on the exam will be averaged, (2) a score ranging from 0-100 will be calculated by dividing each student's number of correct answers by the average obtained from step 1 (in other words, to adjust for class performance, the average from step 1 will be treated as the total number possible for the purposes of calculating grades), and (3) using the resulting scores, the grading scale will be A 90-100, B 80-89, C 70-79, D 58-69, F 0-57.

Course grades will be based on the total number of points earned from the 4 exams.

Students caught cheating on an exam will be given a score of zero for that exam.

Make-up exams will be given only under rare and appropriate circumstances.

Articles. Copies of the following articles are on electronic reserve.

Baillargeon, R. (1994). How do infants learn about the physical world? *Current Directions in Psychological Science*, 3, 133-140. Retrieved from EBSCO December 11, 2010.

Brown, L. J., & Pollitt, E. (1996). Malnutrition, poverty, and intellectual development. *Scientific American*, 274, 38-43. Retrieved from Nature, December 10, 2010.

Eliot, L. (2010). The truth about boys and girls. *Scientific American Mind*, May, 22-28.

Gibson, E. J., & Walk, R. (1960). The visual cliff. *Scientific American*, 202, 64-71.

Hickok, G., Bellugi, U., & Klima, E. S. (2001). Sign language in the brain. *Scientific American*, 284, 58-65. Retrieved from Nature, December 10, 2010.

Frith, U. (1993). Autism. *Scientific American*, 268, 108-114. Retrieved from Nature, December 13, 2010.

Loftus, E. (1997). Creating false memories. *Scientific American*, 277, 70-75. Retrieved from Nature, December 13, 2010.

Teicher, M. H. (2002). Scars that won't heal: The neurobiology of child abuse. *Scientific American*, 286, 68-75. Retrieved from Nature, December 13, 2010.